DOCUMENT RESUME

ED 236 345 CE 037 388

AUTHOR	MacCleave-Frazier, Anne; Murray, Eloise Comeau
TITLE	Reconceptualizing the Teaching of Clothing in Consumer and Homemaking Programs: Implications for Teacher Preparation.
INSTITUTION	Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE	Sep 83
CONTRACT	83-2811
NOTE	226p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Clothing; *Clothing Instruction; Family Problems; Higher Education; *Home Economics; Program Development; *Relevance (Education); Secondary Education; Skill Development; *Teacher Education; *Teaching Skills; *Textiles Instruction
IDENTIFIERS	Textiles

ABSTRACT

This report offers materials from a project proposing a conceptual framework for teacher preparation for clothing program instruction. The project reflects contemporary and future concerns of individuals and families as well as the state of the art of clothing and textiles. The data collection procedures are described as well as questions that emerged. A discussion follows of the development of a rationale for reconceptualizing the clothing aspects of consumer and homemaking programs with emphasis on Brown's three systems of action. Information follows on Brown's conception of the nature of the learner, society, and knowledge. Instructional practices that are considered compatible and incompatible with these views are delineated. A discussion of skills centers on skill development, appropriateness of the practical problem approach, and development of appropriate applications for this approach. The conceptual framework that was developed is described, and recommendations are made for the redirection of clothing programs with implications for teacher education. Teacher competencies are identified, and illustrations are presented of selected practical problems of families that might be addressed through the study of clothing and textiles. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED236345

Reconceptualizing the Teaching of Clothing in Consumer and Homemaking Programs: Implications for Teacher Preparation

Anne MacCleave-Frazier
Eloise Comeau Murray

Home Economics Education
Occupational and Vocational Studies
The Pennsylvania State University
University Park, PA 16802

September 1983

Contract No. 83-2811

This project was supported by the Pennsylvania Department of Education; however, no official endorsement by the Pennsylvania Department of Education should be inferred.

CE037388

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

	Page
OBJECTIVES OF THE PROJECT	1
PROCEDURES	2
Survey of Home Economics Educators and Clothing and Textiles Experts	2
Informal Interviews of Home Economics Teachers	8
Review of Literature With Considerations for Clothing Instruction	9
1. A Range of Options	12
2. Teacher Preparation for Clothing Instruction	16
Curricula Review	20
The Focus Group	23
QUESTIONS WHICH EMERGED FROM THE FOCUS GROUP RECOMMENDATIONS AND OTHER DATA COLLECTION PROCEDURES	33
DEVELOPMENT OF A RATIONALE	37
The Systems of Action	41
1. Technical or Purposive-Rational Action	41
2. Interpretive or Communicative Action	42
3. Critical-Emancipatory Action	48
Interdependence of the Systems of Action	53
RELATIONSHIP BETWEEN BROWN'S CURRICULUM SCHEME AND ADDITIONAL QUESTIONS WHICH EMERGED FROM DATA COLLECTION	55
NATURE OF THE LEARNER	60
NATURE OF SOCIETY	61
NATURE OF KNOWLEDGE AND SUBJECT MATTER	62
COMPATIBLE INSTRUCTIONAL PRACTICES	63
INCOMPATIBLE INSTRUCTIONAL PRACTICES	66
INTERPRETING PRESENT PRACTICES IN CLOTHING PROGRAMS	69
THE ISSUE OF SKILLS	71
Skill Development	73
Appropriateness of the Practical Problem Approach for Different Developmental Levels	75

TABLE OF CONTENTS (Continued)

	Page
Differences Between the Information Assimilation Process and the Experiential Learning Model	77
Development of Appropriate Applications for a Practical Problem Approach	79
1. What the Concrete-Operations Thinker Can Do	80
2. What the Concrete-Operations Thinker Cannot Do or Has Difficulty Doing	81
Appropriateness of the Practical Problem Approach for Different Learning Styles	86
Implications of Developmental Level and Learning Styles for Instruction	92
ISSUES ASSOCIATED WITH PRESENT PROGRAMS	95
OVERCOMING OBSTACLES TO CHANGE	97
DEVELOPMENT OF A CONCEPTUAL FRAMEWORK FOR TEACHING CLOTHING	99
RECOMMENDATIONS FOR THE REDIRECTION OF CLOTHING PROGRAMS WITH IMPLICATIONS FOR TEACHER EDUCATION	108
TEACHER COMPETENCIES FOR RECONCEPTUALIZED CLOTHING PROGRAMS	116
Definition of Competence	116
PRACTICAL PROBLEMS IN CLOTHING AND TEXTILES	122
Illustrations of Practical Problems in Clothing and Textiles	127
SUMMARY AND CONCLUSIONS	143
BIBLIOGRAPHY	145
APPENDIX I: LETTERS TO EDUCATORS AND ACPTC MEMBERS	
APPENDIX II: RECONCEPTUALIZING THE TEACHING OF CLOTHING IN CONSUMER AND HOMEMAKING PROGRAMS: FINDINGS FROM A FOCUS GROUP	

LIST OF FIGURES

Figure		Page
I:	Procedures Used in Project	3
II:	Proforma Adaptation of Clothing Construction in Changing Times	14
III:	A Conceptual Framework for Teaching Clothing	100
IV:	A Hierarchy of Selected Practical Problems in Clothing and Textiles	126

LIST OF TABLES

Table		Page
I:	Responses From Survey of Home Economics Educators and Clothing and Textiles Experts	5
II:	Focus Group Participants	24
III:	Summary of Focus Group Recommendations Relative to Clothing Programs	25
IV:	Summary of Focus Group Recommendations Relative to Teacher Education Programs	30
V:	Summary of Focus Group Recommendations Concerning Change in Clothing Programs	32

RECONCEPTUALIZING THE TEACHING OF CLOTHING IN CONSUMER AND HOMEMAKING PROGRAMS: IMPLICATIONS FOR TEACHER PREPARATION

The major purpose of this project was to propose a conceptual framework for teacher preparation for clothing program instruction that reflects contemporary and probable future concerns of individuals and families, and the state of the art of clothing and textiles. Even though the teaching of clothing and textiles remains a responsibility of home economics teachers, there has been very little systematic attention directed toward their preparation for this task or toward the programs offered.

OBJECTIVES OF THE PROJECT

The following objectives guided this report:

1. To examine and evaluate existing teacher preparation for teaching clothing and textiles programs.
2. To examine and evaluate existing clothing and textiles programs in formal education programs in middle and secondary schools.
3. To propose a framework for reconceptualizing the teaching of clothing in consumer and homemaking programs.
4. Based on the first three objectives, to make recommendations for the redirection of teacher education programs.
5. To identify the competencies required of teachers who have the responsibility of teaching reconceptualized clothing and textiles programs.

PROCEDURES

Six procedures were used as the basis for reconceptualizing the teaching of clothing. These were a survey of home economics educators in both college and university settings as well as in state departments of education; a survey of clothing and textile experts; a review of literature; informal interviews of home economics teachers in secondary schools; a review of existing curricula for teacher preparation and for middle, secondary school, and extension programs in clothing and textiles; and a focus group which examined major questions related to the project. As Figure I illustrates, these qualitative and status research approaches should be considered as mutually supportive and integrally related rather than as separate activities.

Throughout the project, an effort was made to include pre-service teachers as active participants. Not only were their responses to various phases of the project sought, but also they contributed to the data collection by completing the informal interviews of home economics teachers.

Survey of Home Economics Educators and Clothing and Textiles Experts

As a data collection procedure, a series of letters (see Appendix I) were sent out in two separate mailings to home economics education departments, state departments of education, and

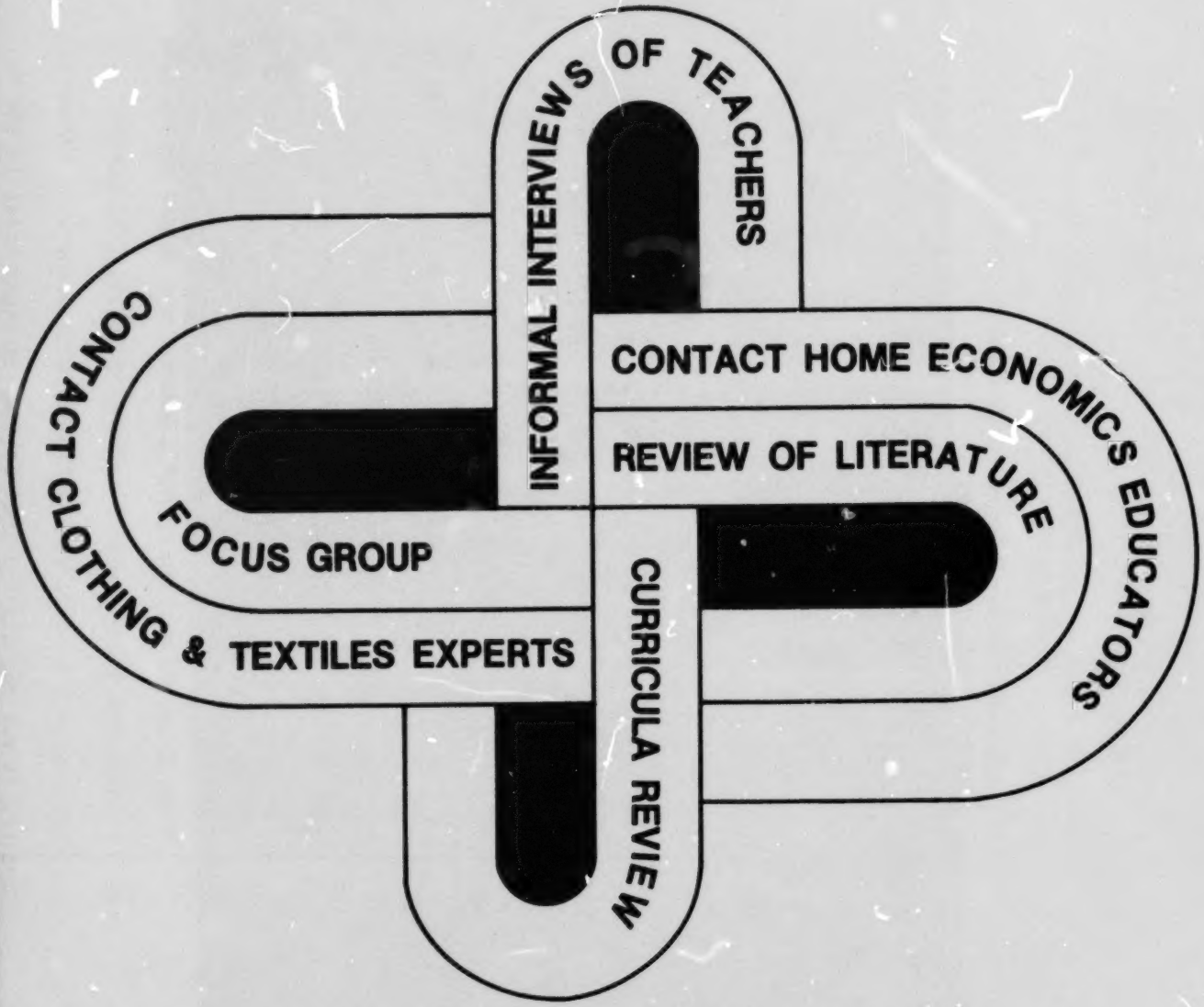


Figure I: Procedures Used in Project.

Association of College Professors of Textiles and Clothing (ACPTC) members requesting information concerning the following:

a) existing preservice programs and resources for teaching clothing and textiles.

b) exemplary and innovative clothing and textiles programs in middle and secondary schools.

c) research studies related to adolescent clothing behavior and/or teaching clothing.

d) competencies associated with effective teaching of clothing and textiles to perspective teachers of consumer and homemaking programs.

In addition, respondents were invited to express personal views relative to the teaching of clothing and textiles to prospective teachers of consumer and homemaking programs.

An initial mailing to home economics education departments and home economics divisions of state departments of education was conducted in September 1982. A total of 332 letters were mailed at this time. Several responses indicated that letters received were transferred to clothing specialists within home economics departments as well as those housed in other departments such as extension. It became apparent from these responses that many home economics education faculties work cooperatively with discipline areas within home economics in the preparation of preservice teachers.

Thus, a second mailing to ACPTC members was deemed appropriate as the responses to the initial mailing indicated that certain clothing specialists also worked closely with preservice teachers. However, it was anticipated that an overlap might exist in the two

mailings since certain ACPTC members may also be professionally associated with home economics education departments. A total of 468 letters were sent to ACPTC members.

Sixty-five responses were received from education departments, extension services, clothing and textile divisions of home economics departments, and ACPTC members. While this small number of responses cannot be taken as representative of the field of clothing education, it probably indicates the range of opinions of those responsible for preparing future teachers of clothing and textiles. Table I indicates the nature of these responses and the types of materials forwarded.

Table I: Responses From Survey of Home Economics Educators and Clothing and Textiles Experts.

Nature of Responses/Materials Received	Number
description of courses	17
curriculum materials	12
list of competencies	3
materials for nonformal education programs	1
list of reference sources for research findings	18
thesis titles or abstracts	8
descriptions of innovative programs	3
indication of no available materials	7
letter referred to third party	5
expression of views and opinions relative to teacher preparation in clothing and textiles	16

Sixteen of the total number of respondents to the letter requests expressed personal views and opinions concerning teacher preparation for clothing and textiles instruction. Approximately twenty-nine percent of these respondents expressed the belief that traditional areas should be retained and upgraded. In contrast, thirty-six percent of those offering views and opinions believed that the areas of emphasis within clothing and textiles should be changed.

Of those who wished to see traditional areas retained, the following quotations were selected as representative of this view.

Referring to the introduction of a merchandising option in university-level clothing and textiles course offerings, one respondent noted that:

> The need for home construction techniques is still needed by students in home economics education. The proposed courses will not eliminate basic quality construction techniques.

Another response which emphasized the need for retaining construction techniques stated:

> We have always taught in a traditional manner. We feel that people must learn the techniques in order to be able to make an intelligent decision as to when and where the technique should be used. We stress the decision-making process which we feel is just as important as the construction technique process ability. We do not feel that you can read about a technique and then be able to teach it adequately. There is no substitute to practical knowledge.

The following quotations were selected as representative of those who believed that clothing and textile courses should be altered:

> I'm positive many teachers throughout the country need redirection in teaching clothing. We frequently say we are not cooking and sewing teachers, but a lot of sewing goes on in consumer and homemaking classrooms. Construction skills other than minor alterations and repair should be de-emphasized because most families today do not need concentrated skills in this area. The following areas of emphasis for clothing seem appropriate:
>
> 1) communication values of dress;
> 2) clothing selection emphasizing:
> a) roles, e.g., dress for work, interviews
> b) purchasing skills, e.g., budget, comparison shopping;
> 3) fiber characteristics and fabric construction as related to care, comfort, durability and cost; and
> 4) labeling and advertisement.

Referring to the process of revision and review of existing home economics teacher preparation programs, another respondent expressed the following view:

> I expect that clothing and textiles courses will become more family and consumer oriented than they are now. Also, teaching methodology will be reviewed and much greater stress is expected in the area of problem solving and development of thinking skills as clothing relates to families in a world environment. We hope to see teachers who can be more independent and risk takers.

Other respondents cited specific areas requiring attention within clothing and textile courses. For example, three respondents expressed the concern that future teachers were inadequately prepared in the area of textiles. One respondent maintained that a three-credit course in textiles could provide only the "bare bone basics" and believed that this inadequate exposure was responsible for the failure of teachers to offer good programs in textile studies at the secondary level.

In addition, the lack of time to provide comprehensive coverage of all subject matter areas including clothing and textiles was mentioned by six of the respondents. Their descriptions of preparation time for clothing units ranged from two courses to twelve credits.

The majority of curriculum materials were forwarded by State Departments. While few opinions were offered from State Department respondents, one reply noted an innovative middle school program:

> We had one middle school home economics teacher develop and teach a middle school clothing course that included no clothing construction. She as well as her students were most pleased. . . . She claimed it was the best "clothing" class she ever had!

It is difficult to draw definite conclusions concerning the number of middle and secondary school programs that have updated their focus. Only three innovative programs were reported.

Informal Interviews of Home Economics Teachers

Home economics teachers in central Pennsylvania were interviewed by preservice teachers as a part of a course called "The Teaching of Clothing." The results of these interviews supported the existence of ambivalence in attitudes regarding clothing and textiles programs reported in the survey above. While some teachers favor retention of traditional approaches, others felt the need to redefine their clothing programs and yet expressed uncertainty about how to accomplish this task.

The preservice teachers themselves expressed the concern that while they may personally accept more innovative approaches in clothing programs, they lack confidence and processes to operationalize them in educational settings they perceive to be very traditional. This suggests the need for teacher education programs to specifically address the apparent lack of fit among program levels and to equip neophyte teachers with appropriate strategies for dealing with the problem.

Review of Literature With Considerations for Clothing Instruction

The review of literature involved a systematic computer search supported by follow-up activities. An effort was made to focus upon the teaching of clothing and textiles or teacher education rather than clothing and textiles as an area of expertise.

From surveys conducted over a twenty-year span (Coon, 1962; McMullin, 1975; Hughes et al., 1980; Burge, 1983) the data overwhelmingly indicate that clothing construction occupies a significant proportion of the total home economics curriculum and up to 95 percent of the sector of the program focusing on clothing.

In a national study Tollen (1982) found that there was an enrollment decline in 73 percent of secondary clothing and textiles classes, which is in part attributable to this traditional emphasis in programs. Among the major reasons for declining enrollment were:

> the national pupil enrollment decline; current fashion trends which emphasize a casual look as acceptable dress

> in most places; the changing needs and attitudes of the students; economic related factors, such as high cost of fabric and sewing accessories making today's sewing more expensive; the home economics teacher and her individual effect on the program. (Abstract)

While the purpose of her study was to make recommendations to reverse the trend, Huff (1981) also noted a decrease or decline in clothing construction by adolescents. Huff's research indicated a positive relationship between how well students like to sew garments and their perception of success in constructing a garment. This study also explored the relationship between students' attitudes toward sewing and their perceptions of comments from family and friends about garments made, student-teacher relationships, and clothing interest. However, the relationships between attitudes toward sewing and pertinent life-style variables were not explored.

Regardless of the reasons, the decline in interest in clothing construction among adolescents is not a new phenomenon. Research by Ludy (1970) indicated that interest in clothing construction and home economics courses in general declined after exposure to an initial sewing unit by seventh-grade girls.

A survey of Pennsylvania teachers (Dohner and Shear, 1979) indicated clothing and textiles was an integral part of 94.2 percent of secondary home economics programs. However, among areas teachers perceived themselves as requiring assistance, clothing and textiles was ranked last, while resource management, family economics, and consumer education were seen as topics requiring the most assistance. These findings parallel those of the national survey (Hughes et al.,

1980) which indicated that resource use in clothing decisions was among the most neglected topics in consumer and homemaking programs. This might imply that teachers feel confident in traditional areas of clothing, but fail to see the relationship of clothing to management and consumer concerns. This latter observation appears to be operating with respect to parents' perceptions, as they indicate clothing is a much less important area for home economics programs than is consumer education (Love, 1981). However, there is evidence that consumer and management-related topics are being addressed in some clothing programs (Ley, 1982). It is difficult to ascertain how narrowly or broadly the topics are developed to be generalizable or transferable to other consumer and management issues.

This evidence has to be considered along with four other factors. The first of these is that clothing is a superb medium for teaching about many important issues in home economics. Adolescents are keenly interested in clothing--their own as well as that of others. The second factor is that people from many other disciplines view clothing as important: as a compelling means of communication (Lurie, 1981) or a way of studying history (Banner, 1983) or as a strategy in corporate striving (Molloy, 1975; Molloy, 1977). If home economists are not prepared to utilize the full range of learning opportunities that an interdisciplinary clothing program offers, others are ready to do so. Third, as life-styles have changed the average homemaker's schedule is not conducive to constructing family clothing.

> Sales of sewing machines, patterns and fabrics are treading water, about where they were 30 years ago, even with a slight increase recently. Working women don't have time, and cut-rate clothiers discourage sewing. It's going the way of canning vegetables, beating rugs and darning socks. (Kiplinger, 1983)

The fourth and perhaps the most significant factor is that within the last two decades the profession of home economics itself has made considerable progress in defining its mission (AHEA, 1967; AHEA, 1974; Brown and Paolucci, 1976). This effort now needs greater translation and application to secondary home economics programs. It is by these programs that our professional image is developed for the majority of persons and that our greatest potential for influencing families exists.

If clothing is to remain an integral part of contemporary home economics programs, the central question is--what to do about teaching clothing in secondary schools?

1. A Range of Options

Three possible responses to the question about the teaching of clothing are explored below. These positions are representative of many alternatives and as such are not intended to be the only possibilities.

Business as Usual: In any situation offering opportunity for change or adaptation one option is always to stay the same. Often there are strong forces supporting this choice. In the case of

clothing programs in secondary schools one must be cognizant of the physical presence of equipment--machines, irons, etc.--intended for use in sewing and representing a considerable investment. Most textbooks, curricula, support materials for clothing programs portray technical competence with construction skills as a desired goal. While "the project" may change as time diminishes for its completion or as enrollment becomes members of both sexes, the issue of whether or not to sew is not addressed. The project is perceived as having a purpose beyond its own creation. It is seen as a success experience, tangible evidence of manipulative skill, as if manipulative skill existed alone, unsupported by cognitive processes. The experience and expectations of students, parents, and in some cases school administrators, can exert pressure to maintain the status quo, complete with the end-of-year fashion show.

Not all of the forces supporting this option lie outside the teacher. Indeed, among the most compelling reasons for maintaining a concentrated emphasis on teaching sewing is the teacher's insecurity about developing other options related to clothing. Another explanation is the teacher's personal interest in sewing. Hackett (1970) found that home economics teachers who were themselves productive seamstresses tended to overrate the extent of home sewing done by homemakers. In this same study practically all of the homemakers had two or three years of home economics training in school, yet they seldom engaged in sewing. Whether habit, convenience, comfort, or lack of alternatives, the clothing aspect of the home economics curriculum becomes synonymous with sewing.

Making clothing and/or related projects is time-consuming. It becomes an end in itself so that other potential learning related to clothing and textiles must be hastily addressed, if included at all.

Proforma Adaptation: This alternative to the "What to do about clothing" dilemma is in reality the business-as-usual approach in a different guise. The teacher teaches as before, but everything is given an updated name. Figure II illustrates the rules of the game. Proforma adaptation may be the outgrowth of Dewey's inductive reasoning (Dewey, 1917); that is, learning intellectual and moral traits through development of manual skills.

Title	Reality
Decision Making	Choosing Your Pattern
Consumer Education	Buying Your Fabric
Creativity	Sewing a Pre-Cut Pillow
Problem Solving	Selecting Sewing Techniques
Dexterity	Hand Sewing
Personal Goal Setting	Finishing Garment in Time for Fashion Show

Figure II: Proforma Adaptation of Clothing Construction in Changing Times.

East (1980) believes that the inductive reasoning image did not live up to its original inception. Cooking and sewing were to have been a means to a loftier end such as decision making, responsibility, morality, citizenship. Unfortunately, sewing and cooking have more frequently become ends in themselves. Relabelling practices probably represents an effort to appear contemporary while maintaining a traditional approach to teaching clothing.

Forget the Whole Thing: For some home economists the inordinate program time that manipulative skills such as clothing construction receive suggests that they be abandoned completely. While East (1967) examined this issue in the context of other more important objectives within home economics, Rollins (1981, p. 27) suggests that machines should be given to the Ladies' Aid Society and provides some program alternatives. Similarly, Riel asserts: "The days of emphasizing clothing construction and cooking skills must be put to rest. No longer can we afford to impose these two subject matter areas upon all home economics students" (n.d., p. 6). Although some middle and secondary school programs have updated their focus, they are few in number.

Another manifestation of the attempt to diminish or forget clothing is to append it to a large societal problem or developmental need of students, thereby insuring its relative obscurity. Addressing the relationship between clothing, broader social issues or developmental needs could represent a significant part of clothing programs. However, if clothing topics are merely appended to a larger concern

without clearly specifying the relationship, there would be time for only superficial attention. What this approach does not do is to suggest alternative ways to systematically address the important issues that can be developed through the study of clothing.

The options presented above are insufficient, and in some cases, inappropriate responses to the issue of teaching clothing in secondary schools. Attention to the study of clothing is a part of home economics' history and it can be a viable aspect of its future. In order for that to be the case it is necessary to carefully examine the past and present range of content and processes associated with the teaching of clothing and make critical program decisions in light of today's realities and tomorrow's probabilities.

2. Teacher Preparation for Clothing Instruction

While a number of surveys and research studies (Coon, 1962; McMullen, 1975; Hughes et al., 1980; Burge, 1983; Tollen, 1982; Dohner and Shear, 1979; Love, 1981; Ley, 1982) have revealed the practices and/or status of clothing instruction in middle and secondary schools, no corresponding surveys or studies could be found which addressed specifically the practices and status of teacher preparation for clothing instruction in public schools. However, Rudd (1981) investigated demographies and curriculum emphases of 197 institutions offering undergraduate degree programs in clothing and textiles. Also surveyed were the perceptions and opinions of administrators and faculty from these institutions concerning the

current "state of the art" and future issues influencing clothing and textiles programs. Rudd's status research study encompassed the entire field of clothing and textiles. As a specialty area within home economics, the field of clothing and textiles prepares its graduates for a variety of positions beyond that of secondary school teaching including retailing, marketing, other business and industry-related positions, as well as cooperative extension.

While Rudd's research does not separate the aims, purposes, and goals of teacher preparation from other career orientations in clothing and textiles, this study may indicate important issues which concern teacher preparation for clothing instruction. For example, Rudd (1981) notes that 60 percent of the institutions surveyed reported changes in subject matter of the courses offered. A category of changes referred to as general aspects of curriculum revision included a 45 percent increase in applied and practical experience, a 31 percent increase in interdisciplinary focus, and a 24 percent reduction in laboratory hours. Among specific aspects of curricular revisions, Rudd noted a 68 percent increase in professional preparation, a 30 percent increased coverage of content areas associated with energy concerns and clothing for special needs, and a 26 percent decrease in clothing construction.

Despite the decrease in the amount of time devoted to laboratory hours and clothing construction, to allow for the inclusion of alternate subject matter, clothing and textiles programs still appear

to have retained a significant emphasis on clothing construction. For example, beginning clothing construction was offered as a full course in 89 percent of the programs surveyed, while tailoring was offered in 73 percent. To reflect the continued prominence of construction in these programs, a mere one percent of respondents who expressed opinions believed that clothing construction was overemphasized.

Rudd (1981) also expressed the belief that certain curriculum revisions reflected the trend among home economics students to choose more specialized careers. For example, three-fourths of 98 responding institutions reported fashion merchandising as a major emphasis while only one-quarter assigned a main program emphasis status to general clothing and textiles. In addition, a discrepancy was noted between the perceived placement of students in secondary education and the perceived importance of secondary education as an area of concern within clothing and textiles programs. That is, while teaching at the secondary level was perceived as the second most common area of employment for clothing and textiles graduates, this area was perceived as fourth in degree of importance after retailing, consumer education, and cooperative extension, respectively.

In light of these findings, the following questions might be raised concerning the status of teacher preparation within clothing and textiles programs:

> Are the aims, purposes, and goals of clothing and textiles areas such as retailing and fashion merchandising compatible with those of teacher preparation for clothing instruction?

> Are the needs of future clothing teachers of middle and secondary school programs being met within clothing and textiles programs preparing students for several career orientations?
>
> What are the specific areas of emphasis within general clothing and textiles courses?
>
> Do these general courses meet the needs of future educators? Do they emphasize important processes of learning as well as content areas?
>
> Are these general courses compatible with the nature and purpose of home economics?

This latter question is raised in light of Rudd's account of the perceived strengths and weaknesses of clothing and textiles programs. Administrators and faculty from schools offering these programs perceived opportunities for creative expression and a consumer orientation as strengths while leadership in societal concerns and program visibility were perceived as weaknesses.

Home economics is concerned with relationships among individuals, family, and society. Might this lack of perceived leadership in societal concerns indicate a discrepancy between the aims and purposes of home economics and those of clothing and textiles programs?

Horn (1981) expressed similar concerns when analyzing certain trends in clothing and textiles programs. According to Horn (1981), an attempt to fit the business/industrial model is incongruent with the mission of home economics, for:

> . . . both from a philosophical base and from a knowledge base, fashion merchandising is more appropriately tied to business than it is to home economics, and fashion design is more appropriately tied to art. (p. 20)

However, Horn (1981) also believes that new program areas within clothing and textiles could be developed to be responsive to significant needs of individuals and families. Among her suggestions of areas to be developed were clothing for the handicapped and people with special needs, as well as the study of clothing as a medium for understanding human behavior and interpersonal relationships. If these new orientations were to be developed, they would "require a broad understanding of many disciplines, just as do all the other problems and systems of action that are generated within the family" (Horn, 1981, p. 21).

Curricula Review

As Table I indicates, in response to the survey of home economics educators and clothing and textiles experts, only 12 curricula were received. However, for purposes of the project an extensive collection of curricula were available from the Home Economics Education resource collection. The review of clothing and textiles curricula involved approximately 25 representative program plans. The intent of the review was to determine the state of the art rather than to do an exhaustive content analysis.

Based on this review, the following appear to be supportable generalizations about program plans for clothing and textiles. With the exception of one middle school program (Copa, 1982) which includes an absolute minimum of clothing experiences, curricula do not reflect a perennial practical problem approach. While it

appears that efforts have been made to broaden the supporting discipline perspectives considered in the study of clothing, heavy emphasis remains on economic, psychological, and sociological dimensions. Very little, if any, attention is directed to the alternate perspectives such as the ecological, aesthetic, or historical. While many curricula do address the energy implications of clothing selection and care, these additions to curricula represent only a portion of the possible ecological aspects of clothing.

The perspectives that integrate home economics programs are management, values, and human development (AHEA, 1967). Many clothing and textiles curricula reflect a superficial development of each of these, if any systematic and integrated attention at all is directed toward them. Management concepts deal with matters that are immediate, specific, and concrete. Values are explored in a purely personal values clarification mode, often ignoring family, community, or larger social implications. The major human development concept that is explored through the study of clothing and textiles is self-concept or self-expression. In summary, the full range of potential home economics learnings do not appear to be adequately developed within clothing and textiles programs.

The technical system of action (Brown, 1980), expressed as performance competencies directed toward manipulative skills, dominates clothing and textiles curricula. The emphasis is upon such activities as production of a project, the development of rules and systems for clothing acquisition and care, and/or developing knowledge

about textile technology. While this information may have some utility, it is insufficient and results in a general lack of family focus in clothing studies. Appending considerations of roles and responsibilities of family members as a discrete topic or unit does not constitute a family-oriented approach. In many instances it is difficult to ascertain the relationship of the clothing program to the general nature and purposes of home economics. While some curricula identify topics which might lend themselves to interpretive or emancipatory systems of action, there is insufficient development of learning activities to determine the mode in which they are handled. Another matter which cannot be inferred from the curricula review is the degree of emphasis which is placed on intellectual skills. This emphasis would be developed through the learning strategies and materials available for student use and frequently this information is not included.

In summary, it seems that clothing and textiles curricula have been largely untouched by efforts of the home economics profession to develop a family focus and to broaden the perspectives and modes of learning used. In some few instances there has been some effort to include current topics; however, their integration as part of a holistic effort is incomplete. This suggests that addressing the issue of rethinking clothing programs is appropriate.

The Focus Group

A focus group[1] was conducted to explore possibilities for the teaching of clothing in a multidisciplinary mode. Nine participants and a moderator met for three one-hour sessions to discuss the following general questions: 1) In light of contemporary conditions, what ought to be the content and processes included in clothing and textiles programs? 2) How should home economists be prepared to teach clothing programs?

The focus group participants were selected to represent a variety of disciplinary and professional backgrounds. The purpose of this approach was to initiate topics, ideas, and/or viewpoints from the perspective of many disciplines and/or experiences. Group interaction was considered an added advantage. Table II describes the members of the focus group.

The focus group discussion was videotaped and content analysis was conducted independently by three individuals. These reviewers analyzed the tapes to document the range and frequency of ideas. Results of this analysis are presented in Tables III, IV, and V.

As indicated by these tables, three major categories of ideas emerged from the focus group discussion: recommendations relative

---

[1]The complete report of the focus group proceedings with more detailed analysis of selected recommendations is presented in Appendix II. This report provides additional information concerning the use of focus groups as a qualitative research strategy and the method of content analysis employed.

Table II: Focus Group Participants.

Sex	Role
F	extension service clothing and textiles specialist
M	developmental psychologist concerned with adolescence
F	undergraduate student in home economics education
F	clothing and textiles educator
F	project co-author for Reconceptualizing Clothing Programs Project
F	home economics educator in secondary schools
F	teacher educator in home economics
M	economist, director of Black Studies Program
M	art educator and textile craftsperson

to secondary school clothing programs, teacher education programs, and strategies for change. These recommendations do suggest a content base for approaching clothing instruction in a multi-disciplinary mode. However, they must also be considered as a survey of diverse viewpoints and differing assumptions concerning the nature and purposes of home economics and the educational process in general.

Table III: Summary of Focus Group Recommendations Relative to Clothing Programs.

Recommendation	Illustrative Topics and Ideas	Perspective(s)
1) Clothing should be viewed less as a subject matter and more in terms of its impact on the lives of adolescents and their major concerns.	Clothing may serve as a focal point or medium through which we can teach interpersonal relationships, human development, peer group interaction, child development, family economics.	HUMAN DEVELOPMENT socio-psychological
2) The study of clothing must be geared to student interests and represent a means for teaching them something about life.	Interpersonal relationships Adolescent clothing problems Clothing as a means of self-expression Clothing and self-concept	HUMAN DEVELOPMENT socio-psychological
3) The expressive aspects of clothing should be considered from a number of different perspectives and viewpoints.	The symbolic significance of clothing as a function of socio-economic level, cultures, and sub-cultures Understanding the psychology of clothing Explore how clothing expresses self	HUMAN DEVELOPMENT socio-psychological
4) Home economics should deal with the whole spectrum of clothing and textiles.	Care of clothing Wardrobe planning	MANAGEMENT
5) Skills should not be limited to construction skills but have to be defined in a broader sense.	Acquisition, care, and usefulness of clothing Communicative value of clothing Alternate means for acquiring clothing such as yard sales, goodwill stores, factory outlets	MANAGEMENT socio-psychological ecological concerns

Table III (Continued).

Recommendation	Illustrative Topics and Ideas	Perspective(s)
6) Students ought to be taught clothing survival skills. Working with something concrete could generate occasions when you can have discussions about related life concerns.	How to make the most of personal resources Skills dealing with production, maintenance, selection of alternatives, and recycling of clothing	MANAGEMENT economic concerns ecological concerns
7) Students should be encouraged to think about their clothing choices in terms of their social and cultural influences.	Clothing and society How fashions are generated and implications for society Clothing as a communicator of societal trends	VALUES (social and personal) socio-psychological
8) We should offer a variety of experiences which provide many opportunities to explore other relevant concerns.	How clothing is manufactured Issues of labor, earnings, economics related to the manufacture of clothing	VALUES (social) economic concerns
9) We should have students explore the pros and cons of wearing school uniforms.	Uniforms as a means of providing security, group identity, reducing stress, alienation, competition, and promoting development Uniforms as working against individuality and creativity Relate this issue to the broader concern of individuality versus conformity	VALUES (social and personal) socio-psychological

Table III (Continued).

Recommendation	Illustrative Topics and Ideas	Perspective(s)
10) We should be teaching clothing choices in terms of the ecological and sociological significance of these choices.	Ecological implications of clothing choices Decision-making processes Viewing problems from social as well as individual contexts Have students consider the amount of clothing individuals actually need Conservation of resources Attitudes conducive to sustaining the Earth	VALUES (social) ecological concerns
11) We ought to employ strategies for dealing with issues involving conflicts of interests.	Use value-reasoning processes Have students consider an issue from a variety of viewpoints	VALUES (social and personal)
12) We should encourage students to determine the reason for fashion change.	Social undercurrents of fashion Influence of advertising	VALUES (social) socio-psychological economic concerns
13) We should teach clothing skills which relate to current trends in home and family life.	Skills for choosing and purchasing clothing economically Assuming responsibility for clothing maintenance Choosing clothing to meet the needs of family members at various stages of the life cycle	MANAGEMENT HUMAN DEVELOPMENT

Table III (Continued).

Recommendation	Illustrative Topics and Ideas	Perspective(s)
14) Students ought to be taught the value of their own time as a critical resource in acquiring clothing.	The concept of exchanges and the relative importance of time, money, and energy-difference among individuals; changes over the life cycle	MANAGEMENT VALUES (personal) economic concerns
15) We should involve students in direct observations of clothing behavior in their own environment.	Simple research skills such as product surveys Analyze reasons for turnover of wardrobe items Determine whether or not an item is a good buy in terms of initial cost versus maintenance Conduct simple fashion frequency counts Interpretation of political overtones in independence values versus group behavior	MANAGEMENT VALUES (social and personal) socio-psychological
16) The value of manipulative skills ought to be considered in producing a tangible product and providing satisfying experiences for students who do not achieve in other areas.	Offer some clothing construction	PSYCHOMOTOR

Table III (Continued).

Recommendation	Illustrative Topics and Ideas	Perspective(s)
17) Individual differences should be considered when selecting learning activities.	Both manipulative and intellectual skills can be incorporated into learning experiences Offer a variety of learning experiences	EDUCATIONAL PRACTICE
18) Students should be provided with experiences which will help them synthesize disconnected pieces of information and make something whole out of them.	Provide concrete examples and practical applications Encourage students to discover the underlying abstract principles	EDUCATIONAL PRACTICE
19) A diversity of possibilities for computer programming ought to be explored.	Develop computer programs to translate basic skills in a manner which reflects different conceptual levels Computer programs can be developed to instruct in a number of clothing-related skills, e.g., pattern alterations, theatrical design	EDUCATIONAL PRACTICE
20) Learning activities in clothing classrooms should deal with a wide range of ability levels, interests, and previous experiences.	Offer a choice of projects Coordinate public school and extension programs	EDUCATIONAL PRACTICE

Table IV: Summary of Focus Group Recommendations Relative to Teacher Education Programs.

Recommendation	Illustrative Ideas
1) Home Economics Education courses should prepare preservice teachers to deal with skill instruction in clothing courses at the secondary level.	Understanding of design, construction techniques, sewing machine operation.
2) Skills levels should be taught within a philosophical and theoretical framework to ensure relevancy, as well as broader application of learnings.	Provide a broad framework to avoid teaching isolated facts and fragmented pieces.
3) The learning process might be viewed as one wherein both teachers and students are learners; that is, they are learning together.	Preservice teachers would not need a great deal of expertise in clothing construction. If construction were to be selected as a part of clothing programs, teachers and students could learn to sew together.
4) We should redefine the role of beginning teachers as that of a paraprofessional.	Provide beginning teachers with specific guidelines until they gain experience and a breadth of knowledge.
5) We ought to have more realistic expectations for teacher education programs.	Acquisition of broad conceptual and theoretical understandings may not be appropriate for the majority of preservice teachers.

Table IV (Continued).

Recommendation	Illustrative Ideas
6) More attention needs to be directed to the area of design and aesthetics in teacher preparation programs.	Teach aesthetic/design concepts. Consider how these concepts influence the individual and apply to their personal environment, including their clothing behavior. Consider the relationship between design and aesthetics concepts and other subject matter areas within home economics.
7) We ought to prepare preservice teachers to recognize and deal with a diversity of conceptual and ability levels.	Teach how to choose appropriate activities for various levels of abilities and interests.
8) Teacher education programs should prepare future teachers to consider how diverse student needs are to be met.	How to deal with varying geographical expectations How to deal with students from different socio-economic backgrounds How to deal with learners who have special needs

Table V: Summary of Focus Group Recommendations Concerning Change in Clothing Programs.

1. Home Economics needs to improve and expand upon its interdisciplinary approach. To facilitate change, we need to reexamine subject matter labels.
2. The element of territoriality must be dealt with if true integration is to be achieved.
3. When deciding what to include and exclude from our programs, we must consider the issue of accountability.
4. To offset obstacles to change, extremist action may be necessary. For example, we might consider taking all the equipment out of home economics classrooms.
5. We need to present viable alternatives to teaching clothing construction by demonstrating a model for educators to follow.

The recommendations are listed just as presented by focus group participants. No attempt was made to address contradictions and inconsistencies in this phase of the project. The purpose of the discussion was NOT to reach consensus on the questions and issues discussed. In fact, differences in viewpoints were considered to be just as important as a consensus of opinion. These differences raised a number of important issues that need to be addressed before final project recommendations can be made concerning clothing programs and teacher education for clothing instruction.

A fundamental question that program planners or curriculum developers frequently neglect or fail to address adequately concerns what should be done about contradictions and diverse or conflicting

viewpoints among participants involved in the education process. For this reason, the recommendations presented in Tables III, IV, and V will be subjected to further processes of critical examination in subsequent sections of this project. This approach represents an attempt to justify choices concerning the content and processes for clothing programs by providing a sound rationale.

QUESTIONS WHICH EMERGED FROM THE FOCUS GROUP RECOMMENDATIONS AND OTHER DATA COLLECTION PROCEDURES

The use of a focus group to explore clothing instruction issues in a multidisciplinary mode offers the following potential benefits:

a) Efforts are enriched through a variety of perspectives and disciplinary viewpoints.

b) A content base is suggested for a multidisciplinary approach.

c) Ideas are generated and hypotheses formulated.

d) Issues are raised which may be subjected to further critical analysis to determine the underlying assumptions and compatibility or incompatibility of diverse viewpoints.

e) Awareness of supporting disciplines' perceptions of the purpose and nature of home economics is heightened.

f) The nature and purposes of home economics may be clarified for other disciplines.

One of the obvious conclusions drawn from analyzing the content of the focus group discussion was that the area of clothing and textiles could be considered from a number of perspectives. In the

past, curriculum efforts in this area were frequently characterized by a narrow view resulting from the adoption of a limited number of perspectives. Hence, these efforts did not live up to their full potential.

As presented, without further examination of underlying assumptions, perspectives offered by focus group participants were not necessarily compatible for addressing specific clothing instruction issues. While an "eclectic approach" is possible and even desirable, these recommendations need to be subjected to further processes of critical examination to ensure coherency and congruency with the types of problems addressed by home economics. The adoption of a multidisciplinary or interdisciplinary approach is not simply a matter of the piecemeal addition of a variety of perspectives!!

The purpose of content analysis was to report the recommendations offered by participants regardless of contradictions and inconsistencies. Within these recommendations, different assumptions were stated or implied concerning the nature and purposes of the education process. Thus, the report offers a survey of diverse viewpoints and differing assumptions. The table format for listing the recommendations was not meant to imply that all recommendations could be equally accepted. To do this would be to accept contradictions without examination and resolution.

The advantage in presenting this array of diverse recommendations is that certain questions, problems, and issues emerge which may be subjected to further critical examination. In the previous list

of benefits of using focus groups for curriculum design, benefit (d) should not be underestimated. For example, the consideration of clothing and textile topics from a variety of perspectives raises the following issues or questions:

IF IT IS DESIRABLE TO CONSIDER CLOTHING AND TEXTILES FROM A VARIETY OF PERSPECTIVES, HOW MIGHT THE INTEGRATION OF THESE PERSPECTIVES BE ACCOMPLISHED?

HOW CAN THE NUMBER OF PERSPECTIVES BE INCREASED WHILE MAINTAINING UNITY OR COHERENCY IN CURRICULUM OFFERINGS?

WHAT TYPE OF CONCEPTUAL FRAMEWORK COULD PROVIDE BROADER APPLICATIONS OF LEARNINGS, ENSURE RELEVANCY, AND UNIFY AN INCREASED NUMBER OF PERSPECTIVES?

Stated or implied in the focus group recommendations and data from the survey procedures was a diversity of viewpoints and assumptions concerning the nature of the learner, society, knowledge, the nature and purposes of home economics, and the relationships among these factors. This diversity raises the following issues or questions:

WHAT IS THE NATURE AND PURPOSE OF HOME ECONOMICS? HOW DOES CLOTHING INSTRUCTION RELATE TO THIS?

WHAT VIEW OF THE LEARNER IS MOST CONSISTENT WITH THE NATURE AND PURPOSES OF HOME ECONOMICS?

WHAT VIEW OF SOCIETY IS MOST CONSISTENT WITH THE NATURE AND PURPOSES OF HOME ECONOMICS?

WHAT IS THE NATURE OF KNOWLEDGE? HOW SHOULD KNOWLEDGE BE ORGANIZED AND STRUCTURED?

WHAT PRACTICES (CONTENT AREAS AND PROCESSES) ARE CONSISTENT WITH THESE VIEWS OF THE NATURE OF LEARNERS, SOCIETY, AND KNOWLEDGE AS WELL AS THE NATURE AND PURPOSES OF HOME ECONOMICS?

HOW MIGHT WE INTERPRET PRESENT PRACTICES? FOR EXAMPLE, WHAT ASSUMPTIONS ARE BEING MADE BY SELECTING CERTAIN LEARNINGS IN PREFERENCE TO OTHERS? WHAT ASSUMPTIONS ARE IMPLIED BY THE TIME ALLOTTED TO SPECIFIC TOPICS AND AREAS?

Among current practices considered in relation to clothing instruction, the issue of skills was examined extensively in the focus group discussion. While consensus was not reached, several questions were raised which included the following:

HOW DO WE DEFINE SKILLS? WHAT TYPES OF SKILLS ARE CENTRAL TO CLOTHING INSTRUCTION?

HOW MIGHT WE BEST TEACH LEARNERS TO UNDERSTAND THE BROADER UNDERLYING PRINCIPLES IN A GIVEN LEARNING SITUATION?

IF EXPERIENTIAL LEARNING SITUATIONS ARE PRESENTED, MANY LEARNERS STILL ENCOUNTER DIFFICULTIES IN MAKING THE TRANSITION FROM A CONCRETE EXPERIENCE TO THE DISCOVERY OF THE UNDERLYING ABSTRACT PRINCIPLE. HOW MIGHT THESE TRANSITIONAL EXPERIENCES BE IMPROVED?

HOW MIGHT WE IMPROVE INSTRUCTION TO ENCOURAGE THE PROCESS OF TRANSFER? SINCE MEANS AND ENDS FREQUENTLY GET CONFUSED AND THE PROCESS OF TRANSFER IS INHIBITED AS A RESULT, WHAT EXPERIENCES MIGHT CLARIFY THE RELATIONSHIP BETWEEN MEANS AND ENDS?

HOW MIGHT EDUCATORS REALIZE AND EXTEND THE LEARNING POTENTIALITIES OF VARIOUS CONCRETE EXPERIENCES?

The various data collection techniques employed for this re-conceptualization project helped to determine WHAT EXISTS in the field of clothing and textiles instruction. As one facet of this surveying process, the focus group generated a picture of WHAT EXISTS, glimpses of WHAT MIGHT BE, and diverse views of WHAT SHOULD BE. Concerning WHAT EXISTS in relation to WHAT MIGHT or SHOULD BE, the following questions might be addressed:

TO WHAT EXTENT DO PRESENT PRACTICES IN THE AREA OF CLOTHING AND TEXTILES REFLECT CURRENT AND FUTURE CONCERNS?

WHAT PROBLEMS EXIST IN CURRENT PROGRAMS?

HOW DO WE DEAL WITH SIGNIFICANT PROBLEMS OF MODERN FAMILIES WITHOUT RESORTING TO THE TRIVIAL AND TRENDY?

HOW DO WE OVERCOME THE OBSTACLES TO CHANGE IN OUR ATTEMPT TO ALTER THE EMPHASIS IN THE CONTENT AND PROCESSES OF CLOTHING AND TEXTILES?

HOW CAN WE ALTER PROGRAMS TO RELATE TO TODAY'S REALITIES AND THE PROBABILITIES FOR THE FUTURE OF FAMILY LIFE WITHOUT HAVING TO RESORT TO CONSTANT REVISIONISM?

DEVELOPMENT OF A RATIONALE

Of the questions which emerged from the critical examination of the focus group recommendations and other survey procedures, perhaps the most fundamental question was the following:

WHAT IS THE NATURE AND PURPOSE OF HOME ECONOMICS? HOW DOES CLOTHING INSTRUCTION RELATE TO THIS?

To answer this question, consideration must be given to the significant progress made by the profession in defining its mission. While efforts to define the field of home economics have been carried out periodically since its inception, the current work of Brown and Paolucci (1979) has revived and revitalized this task. An interpretation of their definition of the field and Brown's proposals for home economics curriculum will be made to address the nature and purpose of home economics. For a more thorough understanding of this topic, the reader should pursue the original documents (Brown, 1976; Brown and Paolucci, 1979; Brown, 1980).

This interpretation will also form the basis of a rationale for reconceptualizing the clothing aspects of consumer and homemaking programs. Central to this rationale is the conception of home economics as primarily concerned with home and family. Simpson (1981) claims that home economics is the only field that focuses on the total family. Historically, the themes of home and family and family well-being have always been associated with the profession. This concern for the well-being of families is clearly expressed in Brown's and Paolucci's statement of the mission of home economics.

According to these authors, this mission:

> . . . is to enable families, both as individual units and generally as a social institution to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them. (Brown and Paolucci, 1979, p. 23)

As applied to curriculum, Brown (1976) believes that home economics should focus on the perennial practical problems of families. Practical problems are concerned with what to do, what actions to take. The grounds on which they are based are uncertain and the outcomes of decisions relating to them cannot be predicted. Furthermore, context is significant to practical problems. That is, they must be considered from an historical, socio-political, and/or cultural perspective. The solution does not lie in a context-free generalization that may be applied in an unreflected manner across all situations.

Practical problems are also concerned with values. Selecting one solution or course of action instead of another represents a value judgment or statement of worth. Solving a practical problem might well require adjudicating among competing values of involved parties. Value conflicts are resolved through reflective thought and judgment. In addition, resolution of value conflicts must be both morally and intellectually justifiable.

Perennial practical problems are those which are not time specific. Every generation of families must deal with problems of this nature. Examples might include the following: What should be done about providing optimal food for the family? What should be done about caring for the elderly? What should be done about providing appropriate clothing for the family? While the means for providing a solution may change over time, the substance of the concern would remain the same.

Three types of knowledge are available which are differentially appropriate for dealing with various aspects of practical problems. They are outlined as follows:

	Technical	Theoretical	Practical
Basic Concern:	Concerned with "how to do"	Concerned with determining cause/effect relationships	Concerned with what to do; what action to take in resolving practical problems
	Involves identifying factors; finding means to pre-determined ends	Identification of variables/ explanation of relationships among variables	Resolution is based on reasoned judgment
Role of Values:	Values are given	Assumes to be value neutral	Values are examined
Solved When:	Appropriate means are found for specific ends	Explanation is given	Action is taken
Context:	General	Very general, universal	Particular context

(Hultgren, 1980, 1982)

While technical and theoretical knowledge have been employed for solving problems in the subject matter areas of home economics, the

practical dimensions of these problems have frequently been neglected. Brown (1980) depicts home economics as a personal service profession concerned with "problems that humans have as humans." It is not the knowledge of the field that makes it unique but, rather, the structuring and ordering of this knowledge in ways relevant to meeting the practical problems of families. As a means of structuring knowledge, Brown recommends that three systems of action be employed in home economics curriculum: technical, interpretive, and critical-emancipatory. These systems will be described briefly with particular attention to clothing applications. The examples provided should be considered representative rather than exhaustive.

The Systems of Action

1. Technical or Purposive-Rational Action

This system of action is concerned with the manipulation of inanimate objects in matching resources to meet family needs. Technical action is appropriate when families need to find means to reach certain, specific ends and it deals primarily with the maintenance functions of the family (Paolucci and Ching, 1982). Technical problems are concerned with "how to" . . . for example, how to prepare a nutritious snack; how to balance a budget. Examples from the area of clothing might include the following: how to select clothing on the basis of fabric characteristics; how to recognize standards of quality in ready-made garments; how to select appropriate care products and processes for clothing and textile products.

Brown (1980) criticizes the practice of employing a technical approach to problems and areas which involve interpersonal relationships. While the manipulation of material objects to meet managerial goals may require technical means, Brown questions the morality of treating individuals as objects to be manipulated. Additional systems of action and new processes are required to promote human development, enhance interpersonal relationships and communication. Universal and generalizable techniques are inappropriate for problems that "humans have as humans." They fail to take into account the significant contexts in which these problems occur. Social, cultural, and historic contexts embody essential meanings which must be interpreted if a problem is to be understood.

2. Interpretive or Communicative Action

This system of action is concerned with determining and understanding the meaning of phenomena and establishing clarity in communication. Language, both verbal and nonverbal, is central to this system. As applied to areas of human development and interpersonal relations, the search for shared meanings would be primary. This system of action adopts the humanist view of behavior as a function of perception. That is, it is not behavior as behavior that is important or meaningful to individuals, but rather, the perception of behavior. Thus, the discovery of shared meanings involves examination of the perceptions and assumptions which include the values, beliefs, intentions, and purposes underlying speech and nonverbal language.

While there may be a tendency to view fashion or clothing behavior as insignificant or trivial, clothing represents a powerful medium of nonverbal communication. Among the "messages" communicated by clothing is the individual's group affiliation or sense of belonging and identification as well as a diversity of role relationships including occupational, social, and familial roles. Clothing also imparts messages concerning a person's age, status, influence, socio-economic background, personality, values, beliefs, attitudes, interests, preferences, not to mention a range of intentions, purposes, and motivations in interpersonal relationships.

Human behavior is complex and verbal messages can often be contradictory and misleading. The discovery and interpretation of meaning is correspondingly complex. However, when contradictions exist between verbal and nonverbal communication, the nonverbal forms have been found to be more reliable indicators of an individual's true intentions. In addressing the functional importance of nonverbal communication, Leathers (1976) supports this observation by outlining the following conclusions:

> . . . (1) nonverbal communication is typically the dominant force in the exchange of meaning in the interpersonal context; (2) feelings and emotions are more accurately exchanged by nonverbal than verbal means; (3) meanings exchanged nonverbally are relatively free of deception, distortion and confusion; (4) nonverbal cues serve a metacommunicative function that is indispensible in attaining high quality communication; (5) nonverbal cues represent a much more efficient means of communicating than verbal cues; and (6) nonverbal communication is a particularly suitable vehicle for using suggestion. (p. 15)

While clothing represents one among several mediums of nonverbal communication, its potency for understanding and interpreting behavior or perceptions of behavior should not be underestimated. As a symbolic communicator of attitudes and values in unrelated areas, Thomas (1973) speculates on the efficacy of using clothing as a socio-psychological variable. He maintains that clothing and appearance have the advantage of being nonreactive and unobtrusive as measures when compared to standard questionnaires and interviews.

On the other hand, not only does clothing communicate multiple meanings but these meanings vary according to time and situation. Knapp (1972) maintains that it would be impossible to itemize all the meanings communicated by clothing. In addition, clothing symbols have different meanings for different people. What is considered appropriate clothing in one situation, one culture, or subculture may be inappropriate in another. Thus, verbal language is not the only form of communication subject to distortion and confusion. While pointing out the restrictions to the use of clothing symbols in fraudulent ways, Horn and Gurel (1981) also recognize that clothing cues may be fraudulent or misleading and that meanings of clothing symbols are subject to change over time.

When the social meanings of clothing are distinguished from idiosyncratic meanings, Lauer and Lauer (1981) conclude that clothing has a limited range of regularized and common social meanings within American society. According to these authors, "the meaning of the message to the receiver is therefore dependent upon the social context

and not merely on the individual's desires" (p. 36). Thus, the problem may become one of determining differences in the sender's intentions and the receiver's interpretations.

Despite the controversy over the ability to derive accurate meanings from clothing symbols, the importance of the interpretive system of action to studies of clothing should become readily apparent. Unfortunately, clothing instruction has frequently employed a purely technical approach to the selection, use, and care of clothing. The emphasis is on "how to" meet certain goals without interpretation of the meanings, values, assumptions, or ideologies which undergird a particular set of means or rules. The goals themselves are often set arbitrarily without examination or reflection.

This practice parallels the modern tendency to become increasingly more technical in our approaches to decision and action in all facets of life. The desire to manipulate and control clothing messages for predetermined social ends is evident in Molloy's two books, Dress for Success (1975) and The Woman's Dress for Success Book (1977). Perhaps the need for certainty in times of uncertainty has set the social climate for the wide acceptance of Molloy's clothing message in the business and professional world. Social meanings of certain apparel items are delineated and a "recipe" is provided for those desiring occupational success; clearly, an example of the technical system of action applied to problems of clothing selection.

While it is important to become aware of the social meaning of clothing symbols and to consider current norms and standards, future

teachers of clothing also need to be sensitive to and aware of the personal and idiosyncratic meanings of clothing. In addition, they need to understand the relationships between individuals and society implied by these diverse meanings. As stated by Brown (1980), "since human action has embedded in it the intentions and meanings of the actor, knowledge of human action requires interpretation of those intentions and meanings" (p. 53). Thus, the interpretive or communicative system of action could have particular significance for the study of clothing.

Courses preparing future teachers for clothing instruction should examine alternative meanings of clothing symbols. In addition, an historical study of various concepts or phenomena could heighten learners' understanding of how current clothing norms came to be. Meanings of concepts such as "beauty" or "appropriate clothing" are not absolute, but take on different interpretations depending on the particular context considered, whether personal, social, historical, cultural, psychological, or political.

Regardless of how "beauty" is defined, the use of clothing as a medium of self-expression, aesthetic, or creative expression represents a universal urge. Clothing is extremely important to some individuals as an artistic outlet or form of self-expression. Others prefer alternate means of self-expression and/or aesthetic experience. Despite individual differences, various forms of adornment have appeared in virtually every culture and period of history. According to Horn and Gurel (1981):

> The universal search for beauty and adornment is a most remarkable human characteristic. The standard for what is considered "beautiful" is subject to rather powerful cultural changes, but any aspect of dress that provides perceptual pleasure can be considered a part of aesthetic experience. (p. 4)

Similar to other forms of art, some individuals use design in apparel and textile products to express feelings and images. These feelings and images may be idiosyncratic, but clothing also reflects the dominant ideals of a society along with paintings, sculpture, architecture, and furniture styles. History bears out the interrelationships of clothing and other art forms (Hollander, 1980; Horn and Gurel, 1981). In his pictorial review of the significance of clothing, Dienstfrey (1982) includes an excerpt from Edmund Carpenter claiming that all people imitate their creations or the material inventions which surround them through clothing choice.

This whole dimension of clothing as an art form could be subjected to interpretive action. Elements and principles of design are sometimes taught as static rules and absolute standards. This mechanistic treatment of clothing design gives no consideration to the historic evolution of these standards or the wide variation in application among individuals and cultures. Emphasis is frequently placed on the application of rules rather than discovery of meaning or aesthetic experience. An interpretive system of action could improve instructional approaches to the design and aesthetic aspects of clothing and textiles.

3. Critical-Emancipatory Action

As expressed in Brown and Paolucci's statement of mission, the valued end sought by home economics is the enhancement of quality of life through self-formation of individual family members and the encouragement of social participation of families. The critical-emancipatory system of action is central to the attainment of this valued end for it is concerned with examining the forces in society that inhibit or enhance self-formation. An additional concern involves changing social structures and changing society to create a moral and just ethos (Paolucci and Ching, 1982). Instead of adjusting to society as a "given," families can transform society through collective action. Decision and action are arrived at through reasoning and are not based on habit, tradition, dogmatic belief, or emotion. In addition, the consequences of decisions and actions are thoroughly considered. Who would benefit, for example, from a particular decision or course of action? Who would be in the least advantaged position? What alternative courses of action might be considered? Is the decision or action both rational and just?

Since decisions and actions are to be based on reasoned judgment, employment of the critical-emancipatory system of action is dependent on the development of intellectual skills. Among these skills, critical, analytic, creative thinking and value analysis would be promoted.

Critical thinking as applied to social issues involves examining the assumptions and ideologies inherent in the roles and relationships

of social institutions. Not only are the decisions and actions of families and family members critically examined to determine consequences and potential benefits, but social institutions which influence the family are examined to determine the extent to which they enhance or inhibit self-formation and the quality of life.

Analytic thinking has a part to play in determining the logic or rationality of decisions and actions taken or anticipated. Creative thinking may be relevant to the consideration of alternatives. Value analysis is an approach to help families justify value claims and resolve value conflicts based on standards of rationality (Hultgren and Goosens-Conlon, 1980).

Value analysis differs from values clarification by considering the social as well as personal dimensions of values. In discussing the interpretive system of action in relation to discovery of meanings of clothing symbols, it was pointed out that social meanings of clothing are considered more frequently than personal meanings. In the area of values, the opposite is more often true. Decision making based on individual values may be considered in the most narrow, personal context without concern for the social implication of these choices.

The values clarification process uses techniques to help individuals become aware of and clarify their own values (Simon et al., 1972). This process has been widely employed in areas requiring personal decision making. It is recognized, for example, that the relative importance that individuals assign to clothing is influenced

by personal values. Clothing choices may express the values of prestige, aesthetics, the desire to conform, the desire for self-expression, and the desire for comfort and economy among others (Horn and Gurel, 1981).

Whereas values clarification may support a purely personal, emotional view of values as an attitude or preference that need not be justified, value analysis encourages learners to think beyond their own value structures and to deal with the formation of social attitudes and values. Decisions involving the use of scarce resources including textile products are difficult to divorce from broader social implications. However, we frequently teach our students to consume more efficiently without questioning the consequences (ecological, social, and psychological) of basic consumption patterns. Thus, both the personal and social dimensions of values should be considered. It is in this realm that the critical-emancipatory system of action and the intellectual skills on which it depends have important implications for clothing instruction.

Another clothing issue illustrating the broader social implications of clothing choices is the controversy over imported textile and apparel products. In addressing this problem, Dickerson and Barry (1980) claim that family clothing choices have become a major issue in international trade. Low-cost imports offer the consumer immediate savings, but may cost taxpayers significant amounts to subsidize beleaguered American textile and apparel industries or to support wide-scale unemployment resulting from shut-downs. The

authors critically examine all sides of the issue and consider the consequences of clothing imports to the consumer, taxpayer, American textile and apparel industry, textile and apparel industry workers, the textile industry in developing countries, and international trade relations. Benefits as well as negative consequences are discussed from a variety of perspectives including economic, political, and humanistic points of view.

In fact, there are numerous problem areas within the field of clothing which call for a critical-emancipatory approach. For example, once the underlying assumptions, values, and ideologies of Molloy's "dress for success" formulation have been discovered by employing an interpretive system of action, his recommendations could be critically examined to determine the consequences for self-formation as well as social consequences. Do these recommendations enhance or detract from the quality of life? In what ways do they influence individuals and families? What relationships between the workplace and families are implied? What are the ecological, economic, socio-psychological, and aesthetic implications of following Molloy's recommendations? How have issues of this nature been addressed historically and with what consequences? Might alternative recommendations be considered?

This issue as well as the issue of school uniforms addressed by the focus group participants (see pp. 22-23 in Appendix II) relate to the broader concern of conformity versus individuality. One of the focus group participants recommended that clothing instructors

explore the kinds of decisions that individuals make in dressing like others or differently. It was pointed out that clothing choices of this nature relate to a whole class of decisions that are expressed in many other facets of life. Furthermore, these decisions embody important implications for human development and illustrate the necessity of considering the contextual aspects of practical problems involving clothing choices. For example, it would be overly simplistic to label either conformity or individuality as entirely positive or negative. On the positive side, conformity can help individuals feel comfortable and secure in social roles while individuality allows for creative expression and rational decision making as opposed to unreflective or coercive choices (Horn and Gurel, 1981). A greater degree of conformity may be appropriate developmentally for certain periods of adolescence. Self-formation may be enhanced by the sense of psychological security, belongingness, identity, and a corresponding reduction of alienation that group conformity provides (see p. 23 in Appendix II). However, the same degree of conformity at a later stage of life may inhibit self-formation. Individual differences in maturity and development must also be considered when addressing these questions. Thus, decisions and actions involving conformity versus individuality must be evaluated according to particular personal, social, cultural, or situational contexts.

Interdependence of the Systems of Action

A critical examination of clothing choices based on conformity versus individuality and Molloy's dress code also illustrate the interrelatedness of the systems of action. These systems are not discrete processes that may be applied in isolation. While different systems of action are appropriate depending upon the type of question or problem addressed, it is possible that all three systems of action would be employed for various aspects of the same problem.

Take, for example, the claim that teaching fashion is irresponsible and promotes the wasting of resources (see pp. 23-24 in Appendix II). This claim represents an ideal topic for critical examination. Suppose a position had to be adopted in relation to this claim. A purely technical approach would either accept or reject this statement with limited examination of relevant evidence and establish means to act upon whatever position were adopted. However, if this claim were subjected to critical examination, an interpretive system of action would be employed to discover the meanings of fashion including the assumptions, values, and beliefs represented by adopting a particular position in relation to fashion. An historical examination might uncover how and why meanings have changed over the years and the consequences of various attitudes (Banner, 1983). A critical-emancipatory approach would be used to address questions concerning the influence of fashion on self-formation and the quality of life.

To what extent, for example, is fashion coercive? According to Lauer and Lauer (1981), there are two schools of thought in relation to this question. One group of fashion analysts believes that fashion is indeed a coercive social fact, externally dictated, beyond control or influence, and contradictory to individual needs and desires. Others view fashion as a human enterprise supported by the collective decisions and actions of individuals. It is the collective acceptance of fashion which establishes the latest trends. Furthermore, numerous examples exist of mass rejection of particular fashions.

Responding to the question of whether fashion is constructive or destructive, Lauer and Lauer (1981) note that:

> It can enhance or detract from the quality of our lives. It can facilitate good health or be detrimental to health. It can put great financial strain upon an individual and family, or merely be another item in the budget. It can be disruptive to family life or make that life more pleasant. It can uglify and divert one from nobler pursuits, or it can be used as a tool for growth and fulfillment. (p. 231)

While their response ignores broader social implications of fashion such as ecological and national and international economic issues, it does indicate the complexity of the question and the importance of context in determining an answer.

Once a position has been adopted in relation to the claim that fashion should or should not be taught, a technical system of action would be useful in establishing goals as well as the means for attaining them. However, both means and goals would be subjected

to critical examination. In other words, all decisions and actions proposed in relation to this claim should be justified both morally and intellectually. Furthermore, this process is a continuous one as new information and altered circumstances may influence future decisions and actions.

RELATIONSHIP BETWEEN BROWN'S CURRICULUM SCHEME AND ADDITIONAL QUESTIONS WHICH EMERGED FROM DATA COLLECTION

A number of questions emerged from a critical examination of the focus group recommendations and the various data collection techniques for this project. An attempt will be made to provide at least a partial answer to these questions and to resolve contradictions. However, it must be noted that several questions are broad in scope and of a nature that would require ongoing dialogue and periodic reexamination in light of advances in educational knowledge and circumstances.

In the previous section, Brown's proposals for home economics were examined briefly with special attention to implications for clothing instruction. In this section an attempt will be made to explore the relationship between Brown's proposals and additional questions which emerged from the various data collection procedures. The answers presented in this section will also contribute to the development of the rationale initiated in the previous section.

Adoption of a practical problem focus for home economics curriculum and the structuring of knowledge into three systems of action might provide a solution to the following questions:

IF IT IS DESIRABLE TO CONSIDER CLOTHING AND TEXTILES FROM A VARIETY OF PERSPECTIVES, HOW MIGHT INTEGRATION OF THESE PERSPECTIVES BE ACCOMPLISHED?

HOW CAN THE NUMBER OF PERSPECTIVES BE INCREASED WHILE MAINTAINING UNITY AND COHERENCY IN CURRICULUM OFFERINGS?

WHAT TYPE OF CONCEPTUAL FRAMEWORK COULD PROVIDE BROADER APPLICATIONS OF LEARNINGS, ENSURE RELEVANCY, AND UNIFY AN INCREASED NUMBER OF PERSPECTIVES?

HOW DO WE DEAL WITH SIGNIFICANT PROBLEMS OF MODERN FAMILIES WITHOUT RESORTING TO THE TRIVIAL AND TRENDY?

HOW CAN WE ALTER PROGRAMS TO RELATE TO TODAY'S REALITIES AND THE PROBABILITIES FOR THE FUTURE OF FAMILY LIFE WITHOUT HAVING TO RESORT TO CONSTANT REVISIONISM?

The focusing of clothing and textiles curriculum around perennial practical problems could serve as the basis for integrating a variety of perspectives from supporting disciplines. On the other hand, if the adoption of a number of different perspectives resulted in the mere accumulation of diverse topics, concepts, or generalizations, clothing and textiles programs would be incoherent and incongruent with the nature and purposes of home economics. A practical problem focus would provide a framework to synthesize information and ensure unity, coherency, and relevancy. The number and nature of

perspectives adopted would be determined by the type of problem addressed. For example, consideration of the general practical problem concerning what to do about providing appropriate clothing for the family would benefit from a large number of perspectives, as well as the employment of all three systems of action. While a question of this level of generality would probably be broken down into a number of subquestions, these would be addressed in view of the larger problem and, thus, a holistic perspective would be maintained.

If a perennial practical problem focus were adopted, it must be recognized that many of these problems represent a level of generality which transcends the traditional subject matter boundaries of home economics. For example, the general perennial practical problem concerning what to do about developing self-formation crosses all subject matter divisions. There are at least two possible approaches to practical problems of this nature. One direction would involve the adoption of a thematic approach which would eliminate the boundary lines separating subject matter areas. An alternate approach might involve maintaining existing subject matter areas, but reconceptualizing them into a practical problem format. When addressing problems such as the development of self-formation, knowledge from each of the subject matter areas might contribute in some degree to the solution. In clothing programs, attention would be directed to relationships between clothing and self-formation with the realization that clothing is but one aspect of this broad area of concern.

Finally, a perennial practical problem format provides a more enduring basis upon which to plan curriculum. Peterat and McLean (1982) criticize home economics for justifying change solely in terms of current trends and social problems. We frequently view immediate social crises out of context and lose sight of their relationships to more fundamental concerns. While the manifestations of perennial practical problems do, in fact, change, the substance of the concern remains the same from generation to generation. As stated by Brown (1980), we must differentiate between what issues appear to be and what they are. Brown also recommends avoidance of the extremes of rationalizing the status quo or seeking the latest in revisionism without justification.

Adoption of a perennial practical problem focus employing the three systems of action represents certain assumptions concerning the nature of the learner, knowledge, society, and the relationship among these factors. According to Tyler (1949), these are essential elements to be considered when developing a rationale for curriculum development. Brown (1976) expressed the belief that curriculum should contain internally consistent conceptualizations among these three factors. Thus, an interpretation of Brown's conception of the nature of the learner, society, and knowledge is presented along with compatible ideas of current curriculum and learning theorists. In addition, instructional practices that are considered compatible, as well as incompatible, with these views

are delineated. This synthesis of ideas is presented in response to the following questions:

WHAT VIEW OF THE LEARNER IS MOST CONSISTENT WITH THE NATURE AND PURPOSES OF HOME ECONOMICS?

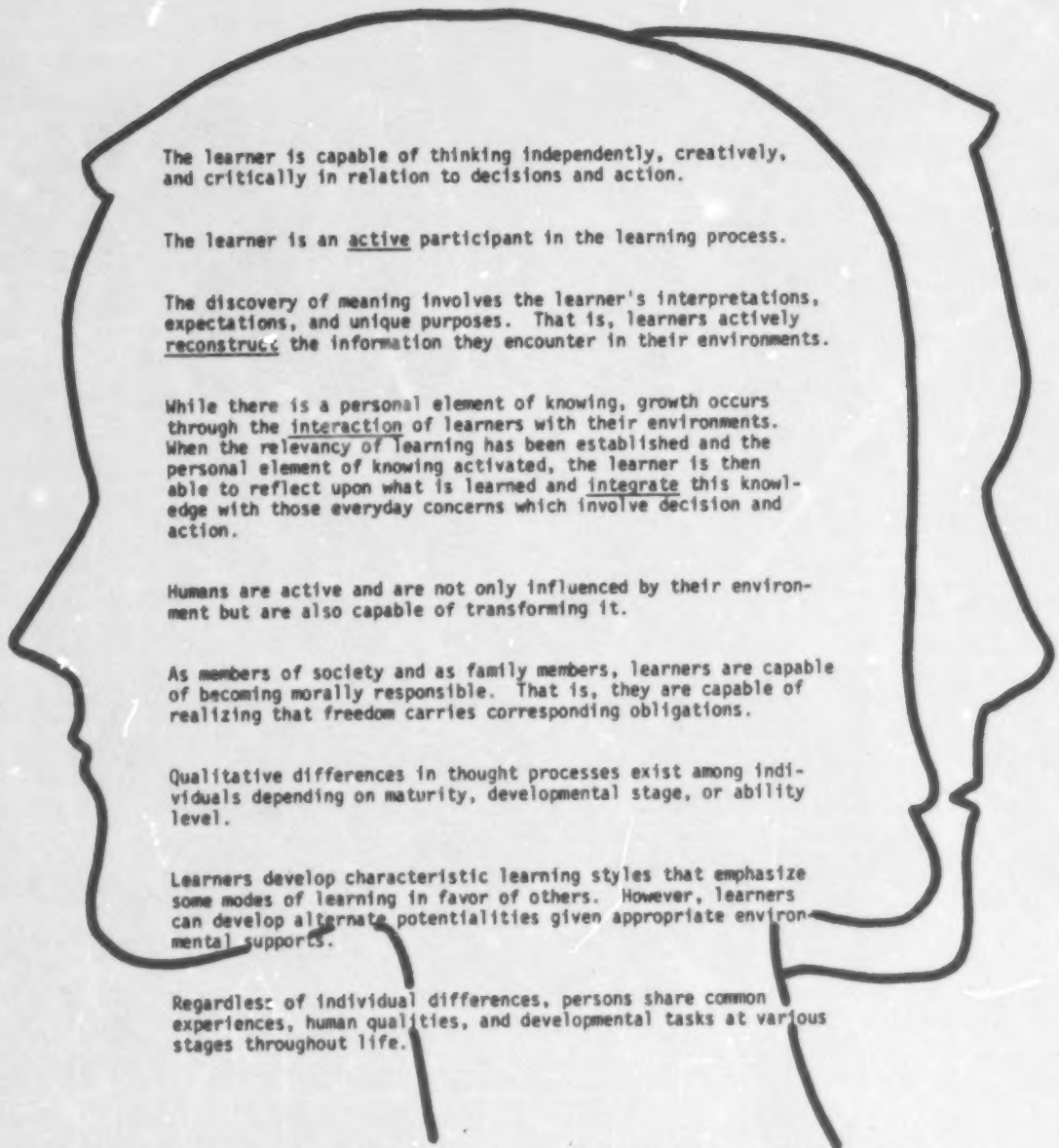
WHAT VIEW OF SOCIETY IS MOST CONSISTENT WITH THE NATURE AND PURPOSES OF HOME ECONOMICS?

WHAT IS THE NATURE OF KNOWLEDGE? HOW SHOULD KNOWLEDGE BE ORGANIZED AND STRUCTURED?

WHAT PRACTICES (CONTENT AREAS AND PROCESSES) ARE CONSISTENT WITH THESE VIEWS OF THE NATURE OF LEARNERS, SOCIETY, AND KNOWLEDGE, AS WELL AS THE NATURE AND PURPOSES OF HOME ECONOMICS?

HOW MIGHT WE INTERPRET PRESENT PRACTICES? FOR EXAMPLE, WHAT ASSUMPTIONS ARE BEING MADE BY SELECTING CERTAIN LEARNINGS IN PREFERENCE TO OTHERS? WHAT ASSUMPTIONS ARE IMPLIED BY THE TIME ALLOTTED TO SPECIFIC TOPICS AND AREAS?

NATURE OF THE LEARNER



The learner is capable of thinking independently, creatively, and critically in relation to decisions and action.

The learner is an active participant in the learning process.

The discovery of meaning involves the learner's interpretations, expectations, and unique purposes. That is, learners actively reconstruct the information they encounter in their environments.

While there is a personal element of knowing, growth occurs through the interaction of learners with their environments. When the relevancy of learning has been established and the personal element of knowing activated, the learner is then able to reflect upon what is learned and integrate this knowledge with those everyday concerns which involve decision and action.

Humans are active and are not only influenced by their environment but are also capable of transforming it.

As members of society and as family members, learners are capable of becoming morally responsible. That is, they are capable of realizing that freedom carries corresponding obligations.

Qualitative differences in thought processes exist among individuals depending on maturity, developmental stage, or ability level.

Learners develop characteristic learning styles that emphasize some modes of learning in favor of others. However, learners can develop alternate potentialities given appropriate environmental supports.

Regardless of individual differences, persons share common experiences, human qualities, and developmental tasks at various stages throughout life.

Adapted from: Brown (1976), Harvey, Hunt, and Schroeder (1961), Kolb (1976), McCarthy (1981), and Travers (1977).

NATURE OF SOCIETY

Not only do social forces influence families, but families collectively represent a social force capable of shaping and transforming society.

Conditions of society may be critically examined to determine the extent to which these inhibit or enhance self-formation of individuals and families and contribute to the quality of life.

The norms, conventions, standards, and conditions of society are created by its members. They are not external "givens" to which persons must adjust but are subject to evaluation and improvement.

If society and social institutions are to be supportive of the development of individuals and families, social decisions and action must be morally and intellectually justifiable.

A free and democratic society requires responsible and enlightened participation of its members. The key to enlightened participation is public education which develops to the fullest extent possible the intellectual capacity of all students.

Adapted from: Brown (1976), Giroux (1980), and Greene (1974).

NATURE OF KNOWLEDGE AND SUBJECT MATTER

Knowledge consists of important processes of knowing as well as content or subject matter.

Emotions, values, interpretation, and application of knowledge interrelate.

Knowledge is subject to change or redefinition when considered in various contexts. These contexts include historical, sociopolitical, cultural, and/or value perspectives contingent on the source of knowledge.

Knowing should be inseparable from being. Similarly, practice should be consistent with theory.

Values, as an extension of knowing, have cognitive as well as affective dimensions and may be subjected to standards of rationality.

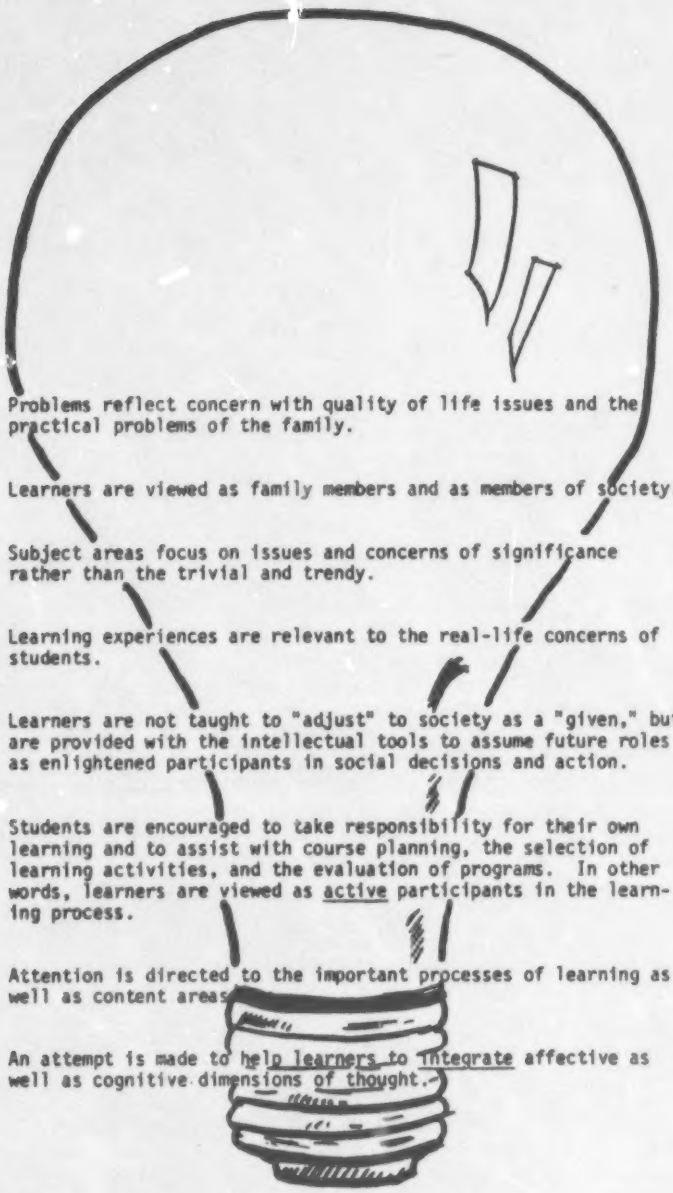
The content and processes of home economics subject matter should indicate a primary concern for families and reflect the family's position in society.

If knowledge is organized and structured to address and resolve the practical problems of families, several ways of knowing or systems of action must be employed.

Knowledge may be acquired and organized in many ways. That is, different types of knowledge (technical, theoretical, practical) and systems of action (technical, interpretive, and critical-emancipatory) are appropriate for different types or aspects of problems or questions.

Adapted from: Apple (1979), Brown (1976), Greene (1978), and van Manen (1977).

COMPATIBLE INSTRUCTIONAL PRACTICES



Problems reflect concern with quality of life issues and the practical problems of the family.

Learners are viewed as family members and as members of society.

Subject areas focus on issues and concerns of significance rather than the trivial and trendy.

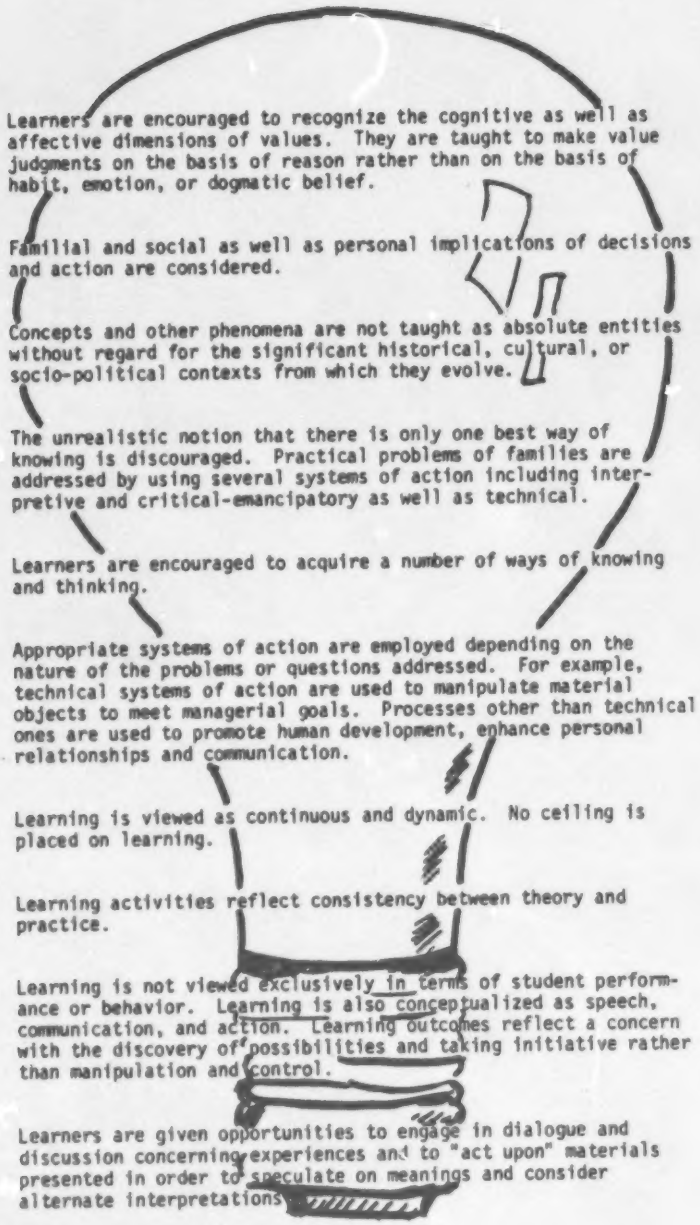
Learning experiences are relevant to the real-life concerns of students.

Learners are not taught to "adjust" to society as a "given," but are provided with the intellectual tools to assume future roles as enlightened participants in social decisions and action.

Students are encouraged to take responsibility for their own learning and to assist with course planning, the selection of learning activities, and the evaluation of programs. In other words, learners are viewed as active participants in the learning process.

Attention is directed to the important processes of learning as well as content areas.

An attempt is made to help learners to integrate affective as well as cognitive dimensions of thought.



Learners are encouraged to recognize the cognitive as well as affective dimensions of values. They are taught to make value judgments on the basis of reason rather than on the basis of habit, emotion, or dogmatic belief.

Familial and social as well as personal implications of decisions and action are considered.

Concepts and other phenomena are not taught as absolute entities without regard for the significant historical, cultural, or socio-political contexts from which they evolve.

The unrealistic notion that there is only one best way of knowing is discouraged. Practical problems of families are addressed by using several systems of action including interpretive and critical-emancipatory as well as technical.

Learners are encouraged to acquire a number of ways of knowing and thinking.

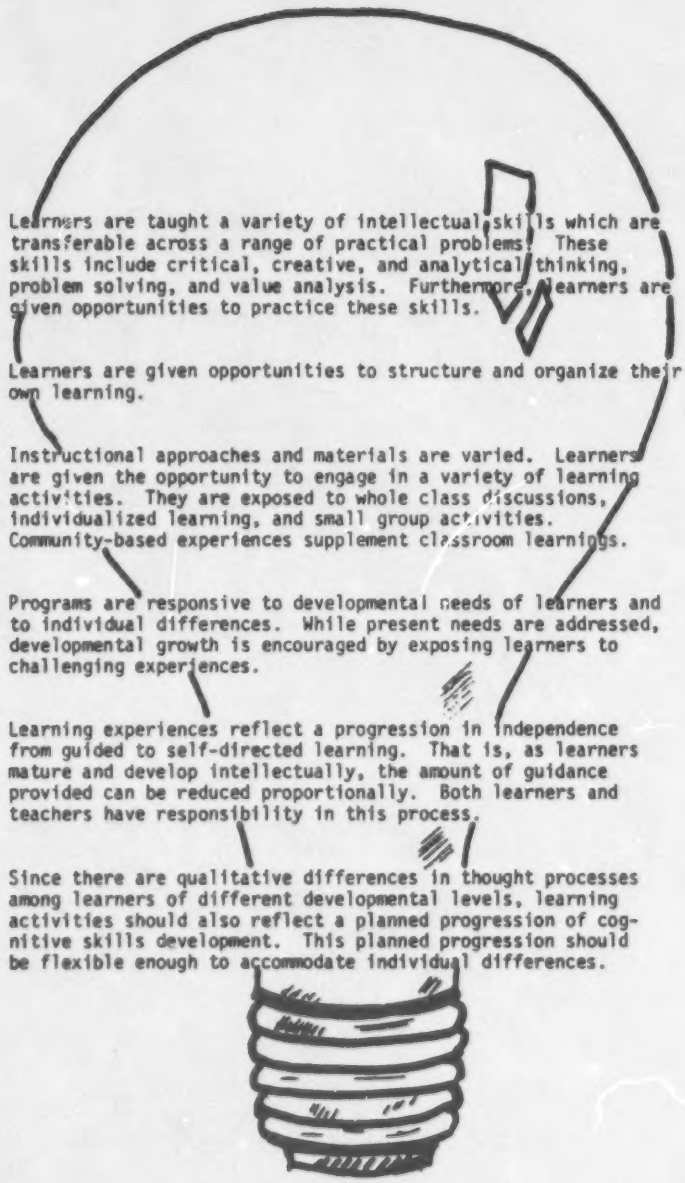
Appropriate systems of action are employed depending on the nature of the problems or questions addressed. For example, technical systems of action are used to manipulate material objects to meet managerial goals. Processes other than technical ones are used to promote human development, enhance personal relationships and communication.

Learning is viewed as continuous and dynamic. No ceiling is placed on learning.

Learning activities reflect consistency between theory and practice.

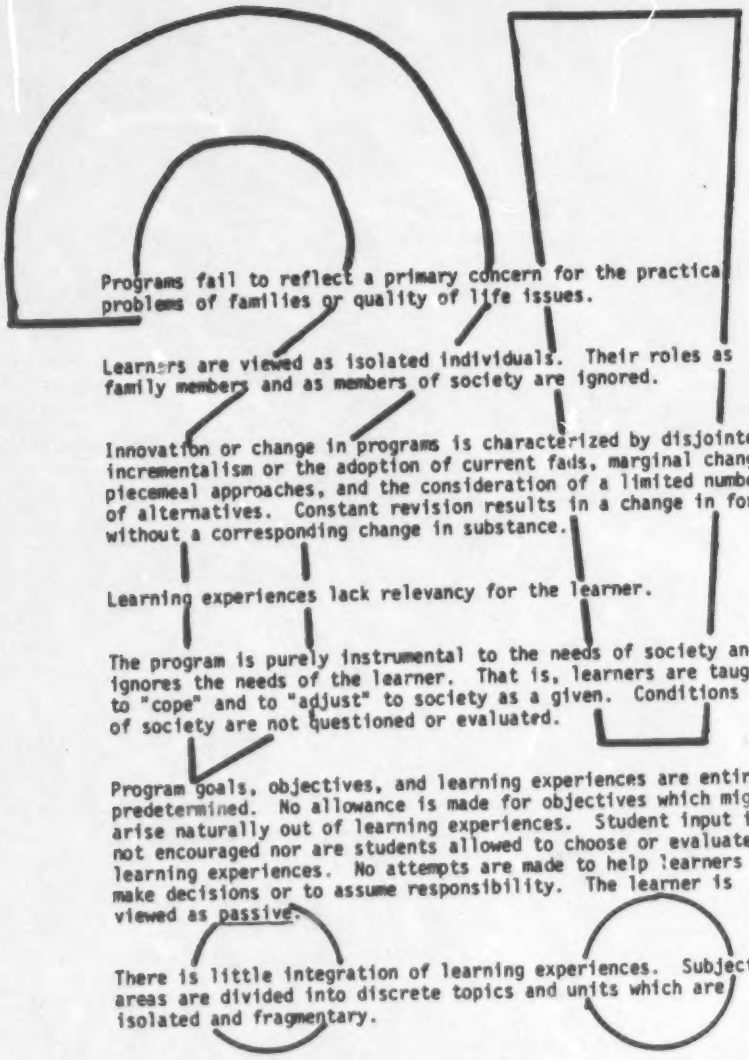
Learning is not viewed exclusively in terms of student performance or behavior. Learning is also conceptualized as speech, communication, and action. Learning outcomes reflect a concern with the discovery of possibilities and taking initiative rather than manipulation and control.

Learners are given opportunities to engage in dialogue and discussion concerning experiences and to "act upon" materials presented in order to speculate on meanings and consider alternate interpretations.


Learners are taught a variety of intellectual skills which are transferable across a range of practical problems. These skills include critical, creative, and analytical thinking, problem solving, and value analysis. Furthermore, learners are given opportunities to practice these skills.
Learners are given opportunities to structure and organize their own learning.
Instructional approaches and materials are varied. Learners are given the opportunity to engage in a variety of learning activities. They are exposed to whole class discussions, individualized learning, and small group activities. Community-based experiences supplement classroom learnings.
Programs are responsive to developmental needs of learners and to individual differences. While present needs are addressed, developmental growth is encouraged by exposing learners to challenging experiences.
Learning experiences reflect a progression in independence from guided to self-directed learning. That is, as learners mature and develop intellectually, the amount of guidance provided can be reduced proportionally. Both learners and teachers have responsibility in this process.
Since there are qualitative differences in thought processes among learners of different developmental levels, learning activities should also reflect a planned progression of cognitive skills development. This planned progression should be flexible enough to accommodate individual differences.

Adapted from: Apple (1979), Berman (1968), Brown (1976), Goodlad (1983), Greene (1978), Harvey, Hunt, and Schroder (1961), Hultgren and Goosens-Conlon (1980), Kolb (1976), McCarthy (1981), Pryor (1975), and van Manen (1977).

INCOMPATIBLE INSTRUCTIONAL PRACTICES



Programs fail to reflect a primary concern for the practical problems of families or quality of life issues.

Learners are viewed as isolated individuals. Their roles as family members and as members of society are ignored.

Innovation or change in programs is characterized by disjointed incrementalism or the adoption of current fads, marginal changes, piecemeal approaches, and the consideration of a limited number of alternatives. Constant revision results in a change in form without a corresponding change in substance.

Learning experiences lack relevancy for the learner.

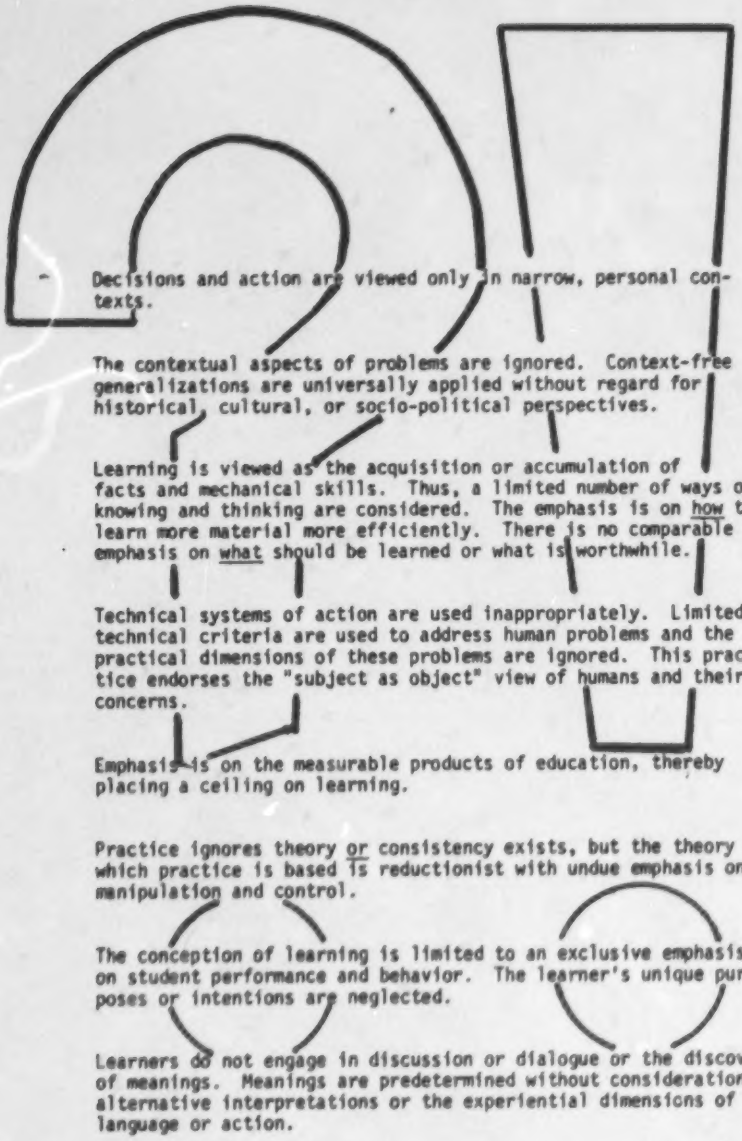
The program is purely instrumental to the needs of society and ignores the needs of the learner. That is, learners are taught to "cope" and to "adjust" to society as a given. Conditions of society are not questioned or evaluated.

Program goals, objectives, and learning experiences are entirely predetermined. No allowance is made for objectives which might arise naturally out of learning experiences. Student input is not encouraged nor are students allowed to choose or evaluate learning experiences. No attempts are made to help learners make decisions or to assume responsibility. The learner is viewed as passive.

There is little integration of learning experiences. Subject areas are divided into discrete topics and units which are isolated and fragmentary.

The emphasis is on content in subject areas with little comparable emphasis given to the important processes of learning.

If values are considered their cognitive dimensions and social implications are ignored. Values are considered as a purely personal or emotional preference that need not be justified.



- Decisions and action are viewed only in narrow, personal contexts.

The contextual aspects of problems are ignored. Context-free generalizations are universally applied without regard for historical, cultural, or socio-political perspectives.

Learning is viewed as the acquisition or accumulation of facts and mechanical skills. Thus, a limited number of ways of knowing and thinking are considered. The emphasis is on how to learn more material more efficiently. There is no comparable emphasis on what should be learned or what is worthwhile.

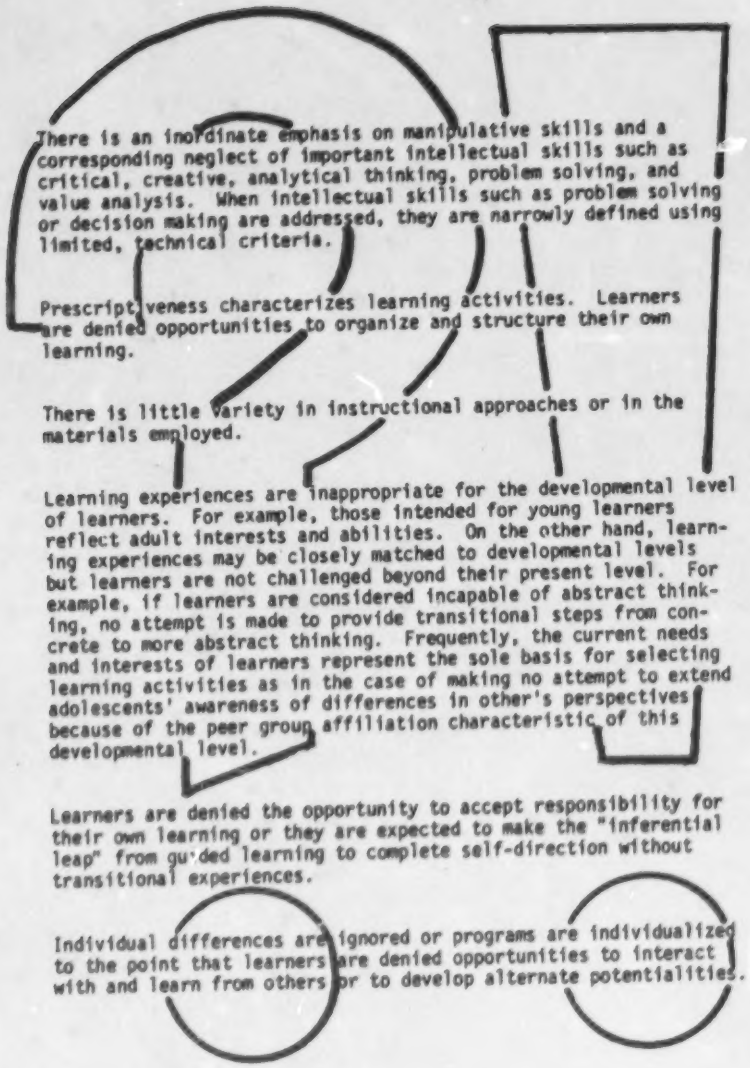
Technical systems of action are used inappropriately. Limited technical criteria are used to address human problems and the practical dimensions of these problems are ignored. This practice endorses the "subject as object" view of humans and their concerns.

Emphasis is on the measurable products of education, thereby placing a ceiling on learning.

Practice ignores theory or consistency exists, but the theory on which practice is based is reductionist with undue emphasis on manipulation and control.

The conception of learning is limited to an exclusive emphasis on student performance and behavior. The learner's unique purposes or intentions are neglected.

Learners do not engage in discussion or dialogue or the discovery of meanings. Meanings are predetermined without consideration of alternative interpretations or the experiential dimensions of language or action.


There is an inordinate emphasis on manipulative skills and a corresponding neglect of important intellectual skills such as critical, creative, analytical thinking, problem solving, and value analysis. When intellectual skills such as problem solving or decision making are addressed, they are narrowly defined using limited, technical criteria.
Prescriptiveness characterizes learning activities. Learners are denied opportunities to organize and structure their own learning.
There is little variety in instructional approaches or in the materials employed.
Learning experiences are inappropriate for the developmental level of learners. For example, those intended for young learners reflect adult interests and abilities. On the other hand, learning experiences may be closely matched to developmental levels but learners are not challenged beyond their present level. For example, if learners are considered incapable of abstract thinking, no attempt is made to provide transitional steps from concrete to more abstract thinking. Frequently, the current needs and interests of learners represent the sole basis for selecting learning activities as in the case of making no attempt to extend adolescents' awareness of differences in other's perspectives because of the peer group affiliation characteristic of this developmental level.
Learners are denied the opportunity to accept responsibility for their own learning or they are expected to make the "inferential leap" from guided learning to complete self-direction without transitional experiences.
Individual differences are ignored or programs are individualized to the point that learners are denied opportunities to interact with and learn from others or to develop alternate potentialities.

Adapted from: Apple (1979), Berman (1968), Brown (1976), Goodlad (1983), Greene (1978), Harvey, Hunt, and Schroder (1961), Hultgren and Goosens-Conlon (1980), Kolb (1976), McCarthy (1981), McNeil (1977), Pryor (1975), and van Manen (1977).

INTERPRETING PRESENT PRACTICES IN CLOTHING PROGRAMS

The preceding lists of compatible and incompatible instructional practices were general enough to apply to all subject matter areas of home economics. However, these lists have equally important implications for clothing instruction.

One means for interpreting present practices in clothing instruction is to consider the amount of time allotted to specific topics and areas. The following list represents a general evaluation of selected practices:

IF THE MAJORITY OF TIME IS SPENT ON:	NOT ENOUGH TIME IS DEVOTED TO:
clothing construction	other significant areas in clothing and textiles (e.g., the socio-psychological aspects of clothing, the role of clothing in communication, clothing and energy use, ecological issues, and so on)
addressing an assortment of clothing topics without any particular framework or focus	consideration of the practical problems of families: 1) those which relate directly to clothing (e.g., What should be done about providing appropriate clothing for the family?) and 2) those to which knowledge in the field of clothing may contribute part of the solution (e.g., What should be done about developing self-formation?)
employing technical systems of action	employing all three systems of action including the interpretive and critical-emancipatory systems

IF THE MAJORITY OF TIME IS SPENT ON:	NOT ENOUGH TIME IS DEVOTED TO:
teaching content	teaching the important processes of learning; that is, how to structure content in ways appropriate for addressing important practical problems of families
teaching psycho-motor skills	teaching process or intellectual skills to develop capacities for reasoned and reflective thought in making decisions and taking action
teaching "intellectual" skills such as decision making and problem solving applied only to technical problems using narrow technical criteria, e.g., decision making applied to selecting appropriate construction techniques for a sewing project	teaching intellectual skills such as critical, analytic, creative thinking and value analysis which may be applied to a broad range of clothing-related problems including those which have interpersonal dimensions (What role does clothing play in interpersonal relationships? How may conflict among family members be communicated through clothing choice?)
mastering performance competencies	learning alternate ways of knowing and thinking which rely on discussion and dialogue rather than exclusive exposure to predetermined learnings
addressing clothing-related problems from a purely personal context (e.g., What personal values influence an individual's clothing choices?)	addressing clothing problems that relate to the family and the family's position in society (How do families' clothing choices influence the fashion industry? the use of scarce resources?)

The purpose of this evaluation of practices in terms of time spent is to achieve a balanced program in clothing instruction. It is NOT meant to imply that the list on the left should be excluded from instruction. For example, the consideration of personal values has an important place in clothing programs. However, learners should also be helped to think beyond their own value structures and consider the social implications of personal choices. Similarly, it will be important for learners to master certain performance competencies, but this practice should not exclude the consideration of alternate ways of knowing and thinking.

THE ISSUE OF SKILLS

The issue of skills in relation to clothing instruction was discussed extensively by the focus group participants. In addition, several concerns and opinions expressed by survey respondents touched on the issue of skills. The following questions reflect this concern:

HOW DO WE DEFINE SKILLS? WHAT TYPES OF SKILLS ARE CENTRAL TO CLOTHING INSTRUCTION?

HOW MIGHT WE BEST TEACH LEARNERS TO UNDERSTAND THE BROADER UNDERLYING PRINCIPLES IN A GIVEN LEARNING SITUATION?

IF EXPERIENTIAL LEARNING SITUATIONS ARE PRESENTED, MANY LEARNERS STILL ENCOUNTER DIFFICULTIES IN MAKING THE TRANSITION FROM A CONCRETE EXPERIENCE TO THE DISCOVERY OF THE UNDERLYING ABSTRACT PRINCIPLE. HOW MIGHT THESE TRANSITIONAL EXPERIENCES BE IMPROVED?

HOW MIGHT WE IMPROVE INSTRUCTION TO ENCOURAGE THE PROCESS OF TRANSFER? SINCE MEANS AND ENDS FREQUENTLY GET CONFUSED AND THE PROCESS OF TRANSFER IS INHIBITED AS A RESULT, WHAT EXPERIENCES MIGHT CLARIFY THE RELATIONSHIP BETWEEN MEANS AND ENDS?

HOW MIGHT EDUCATORS REALIZE AND EXTEND THE LEARNING POTENTIALITIES OF VARIOUS CONCRETE EXPERIENCES?

While it is beyond the scope of this paper to address these questions in depth, they will be explored briefly for the purpose of making general recommendations concerning appropriate approaches to skill development in reconceptualized clothing programs. Of significance is that these questions indicate the necessity for educators to keep abreast of current learning theory and the research in educational psychology that pertains to intellectual development.

A brief review of some of the concerns expressed by focus group participants in relation to skills is presented below (see pp. 18-22 in Appendix II).

Skills in clothing programs are narrowly defined as construction skills.

The practice of teaching construction skills to the exclusion of other important skills poses difficulties in meeting the changing interests and needs of students.

The demand for construction skills has decreased owing to the marked decline in home sewing in the past two decades.

The continued emphasis on skills for traditional areas prevents clothing programs from becoming responsive to changing enrollments (males as well as females now enroll in home economics classes) and the altered emphasis in programs (programs now emphasize family living, interpersonal relationships, and consumer education).

The teaching of construction skills requires a great deal of time which limits the development of a holistic approach to clothing.

Our conception of skills needs to be clarified.

A distinction ought to be made between manipulative and intellectual skills.

Skill Development

According to Smith (1980), skills are dispositions, acquired by practice and manifested in performance. Smith believes that it is important to make a distinction between skills and habits. While habits are acquired by sheer drill, skills are developed "by repetition under the critical eye of one who can look objectively at the performance from moment to moment, identifying mistakes, providing feedback, encouragement and other help" (p. 66). An additional distinction between habits and skills is that skill learning requires the constant use of intelligence.

In fact, the use of intelligence as opposed to sheer drill characterizes the development of all types of skills. Earlier research (Fitts and Posner, 1967) indicates that the learning of psychomotor (manipulative) skills is largely intellectual. That is, a large component of these skills involves cognitive processing. To explain the principles involved in learning a motor skill, Fitts and Posner postulated three stages of acquisition: the cognitive phase, the associative phase or fixation stage, and the automatic stage. In the cognitive phase of learning a psycho-motor skill, the

learner sets up an "executive program" as a basis for a logical or decision framework to determine appropriate ways for approaching the task. While the performance of a motor skill eventually becomes automatic and no longer requires a mediated or cognitive response, it is at the cognitive phase that the motor skill is largely intellectual and resembles a verbal or cognitive skill. Thus, it would be difficult to make a clear distinction between manipulative and intellectual skills.

Despite this difficulty in making a clear distinction between manipulative and intellectual skills in general, it is possible to distinguish between the use of intellectual skills in ways that are appropriate and inappropriate for addressing different types of practical problems and the employment of different systems of action. Regardless of the intellectual component, learning a psycho-motor skill would have no direct bearing on understanding and dealing with "problems that humans have as humans" (Brown, 1980). In other words, it is possible to distinguish between intellectual skills used in a narrow, technical manner and those which form the basis of interpreting meaning, clarifying communication, and critiquing existing social conditions, standards, and norms.

This latter type of skill is represented by the intellectual or process skills of critical, analytic, creative thinking and value analyses. When important processes of learning are emphasized, content or subject matter is assigned a new role. The acquisition of content ceases to be the sole focus or desired outcome of instruction.

Rather, content becomes a tool to assist in the learning of important processes. Brown (1976) considers content important to the extent that it assists the learner in dealing with significant life concerns. Process skills provide the "glue" to organize this content in such a way as to make it relevant to learners' lives and the resolution of perennial practical problems of families.

Thus, an emphasis on process skills applied to practical problems enhances learning by ensuring relevancy. If learners are dealing with a problem that has real significance to them, they are much more apt to learn than if presented with isolated concepts, facts, and skills detached from any identifiable or understandable concern. General transfer of learning would also be encouraged. In order to employ systems of action to address practical problems, learners must acquire a number of ways of thinking and knowing. These ways are the process or intellectual skills considered to be transferable across a range of practical problems.

Appropriateness of the Practical Problem Approach for Different Developmental Levels

If practical problems are clearly stated and represent concerns with which individuals can readily identify, learners may be helped to understand the broader underlying principles involved in these problems. They may also grasp the relationship between means and ends more clearly. However, it cannot be expected that all learners, regardless of stage of development or maturity, will acquire equal

facility in using the systems of action or the process skills on which these systems depend. Brown (1976) notes that there are qualitative differences in thought processes among individuals depending on their stage of intellectual development. For example, she observes that "young learners are not reflective thinkers nor are they capable of full self-direction in learning" (p. 8).

Considering Brown's observations, the following questions must be raised: Is this approach to clothing instruction (addressing practical problems that families must deal with in the area of clothing by employirg three systems of action) suitable for all learners? Is it suitable for concrete-operational thinkers as well as those who have reached the formal operational stage of development? What expectations can teachers reasonably hold for students at different developmental stages concerning their capability for employing the three systems of action?

Among those expressing concern about teaching abstract knowledge to learners who are in a "concrete" stage of development, Rubin (1973) maintains that the majority of instructional methods employed favor the verbal and abstract processes of knowledge acquisition. He claims that these methods are employed to the detriment of learners whose predominant adaptive mode is nonabstract and nonverbal.

Several participants in the focus group expressed similar concerns. For example, one participant believed that teaching abstract principles was inappropriate for the majority of secondary school students because of their developmental level. This participant also

recommended that programs for both secondary schools and teacher preparation become more basic and concrete. Current expectations for teacher education were considered unrealistic.

Other focus group participants recommended the use of experiential learning as a possible solution to the problem of providing appropriate learning activities for students of different developmental levels. Unlike the assimilation process of formal instruction which relies heavily on verbal and abstract processes of knowledge acquisition, the experiential model of learning starts with concrete experiences.

Differences Between the Information Assimilation Process and the Experiential Learning Model

Coleman (1976) contrasts the two models of learning as follows:

The first step of the information assimilation process involves the learner as the receiver of information transmitted through a symbolic medium such as written or spoken language. A second step requires the learner to assimilate, classify, and organize information in order to understand the underlying general principle. Once this second step is completed, the learner must infer particular applications from the general principle and, as a final step, apply the principle to appropriate action. This sequence of perceiving, processing (abstracting) information at different levels of generality and applying it to concrete situations forms the basis of most classroom instruction.

In contrast, the experiential model of learning begins with action or concrete experience followed by examining or reflecting upon the experience. In other words, through experiencing, the learner is able to generate knowledge concerning cause-and-effect relationships. Having considered the consequences of a particular action or the implication of an experience, the learner attempts to understand the general principle exemplified by a particular instance. The final step of the process involves testing the applicability of the general principles in new situations. Informal learning which takes place outside the classroom frequently follows the experiential mode.

Both models have strengths and weaknesses. While it is efficient in terms of time and effort, the information assimilation process may inhibit learning in students who have difficulty with verbal and abstract learning processes. On the other hand, the experiential model may be time-consuming and learners may still experience difficulties when attempting to infer a general principle from a set of experiences. A careful structuring of experiences might compensate for this weakness. If experiences were presented in a systematic way and supported with purposeful discussion to guide the formulation of generalizations, this model might be suitable for a variety of learners. However, if this provision of structure is to be compatible with a developmental approach to learning, it must be flexible. This structure would be characterized by providing a range of optional opportunities and experiences rather than planning for specific outcomes.

Regardless of which learning model is employed, abstract knowledge is considered to be most effectively learned and retained when the context of this knowledge is made clear to the learner and when broader relationships are made apparent. A practical problem format for clothing courses could provide this context and, thus, enhance the learning of abstract principles. Paired with carefully structured experiential learning activities, appropriate applications could be developed for learners of different developmental levels.

Development of Appropriate Applications for a Practical Problem Approach

This proposed change in focus for clothing programs is intended for all levels including university, public school, and adult education. However, appropriate applications need to be developed to suit different levels. In order to develop appropriate applications, future teachers of clothing must become familiar with theories of human development.

Learners develop physically, socially, emotionally, morally, and intellectually. Among the prominent developmental theories that future teachers should be aware of are Piaget's stages of cognitive development, Kohlberg's theory of moral development, Peck and Havighurst's theory of ego development, and Harvey, Hunt, and Schroder's theory of conceptual development (Harvey, Hunt, and Schroder, 1961; Kohlberg, 1969; Peck and Havighurst, 1960; Piaget, 1971). While both Piaget's and Harvey, Hunt, and Schroder's theories

emphasize intellectual growth, all these theories address the interrelatedness of the different forms of development.

In addressing a practical problem approach to home economics for middle school learners, Copa (1982) describes the characteristics of Piaget's concrete operational and formal operational thinkers. The majority of middle school students are in one of these two stages of intellectual development. While Piaget (1971) depicts the concrete operations stage as lasting from ages five or six to ages eleven or twelve and the formal operations stage as lasting from twelve years to adulthood, Copa notes that some learners do not progress beyond the concrete operations stage by the time they leave middle school. In addition, DiVesta (1974) reports Kohlberg and Mayer's observation that many adults never progress beyond the third level of cognitive development. That is, "only about 50 percent of the population in the United States reaches the level of mature formal-operational thought" (p. 38).

A synthesis of Copa, DiVesta, and Fraenkel's description of Piaget's concrete-operations thinker will be presented with an indication of what these learners are capable of doing, what they have difficulty in doing, and what they cannot be expected to do.

1. What the Concrete-Operations Thinker Can Do

> The concrete operations thinker learns through experience with actual objects, people, and events. Through initial contact with the "real" or concrete, this learner can begin to deal with the general and abstract.

They can deal with WHAT EXISTS and WHAT IS. They tend to be present-oriented.

They have mastered the notion of conservation and can observe the relationship between two dimensions of an object. They have attained logical and reversible thought and are able to focus on two ideas simultaneously.

This learner can organize and classify phenomena into categories and hierarchies of categories.

They can understand the logic of categories and classes by discerning common characteristics that apply to all items in a category.

They are able to formulate concepts and generalizations which relate to actual objects, people, and events.

Concrete-operations thinkers can organize series and sequences based on concepts. They are also able to understand how altering the sequence of a chain of events can alter the outcomes.

They can differentiate and interpret situations if the problem is familiar and relevant.

They can distinguish the relevant from the irrelevant elements in a situation. They are able to focus on the critical or essential features of a problem.

They can understand how alternate or equivalent means can be used to achieve the same goal.

They can coordinate part-whole relationships dealing with concrete phenomena.

Concrete-operations thinkers are becoming less egocentric and are able to deal with the perspectives and interests of others.

They can deal with problems in a pragmatic way.

2. What the Concrete-Operations Thinker Cannot Do or Has Difficulty Doing

Concrete-operations thinkers experience difficulty when exposed to learning activities that are predominantly verbal and abstract or detached from a concrete experience.

They lack the ability to differentiate between thoughts about reality and actual experiences with reality.

They experience difficulty when thinking in terms of WHAT COULD BE or WHAT SHOULD BE.

Concrete-operations thinkers cannot reason about situations that are unreal (imaginary) or hypothetical. They cannot reason from an hypothesis to all possible solutions.

They would have difficulty identifying and evaluating the assumptions behind an action or belief.

They cannot think about theories or think in a deductive manner; they can only deal with concrete realities.

Concrete-operations thinkers cannot deal with complex verbal problems.

They cannot deal with problems requiring three related ideas or two ideas related to a third. For example:

> John is taller than Bill. John is shorter than Harry. Who is the tallest? (DiVesta, 1974, p. 38)

They can only deal with two ideas simultaneously.

They experience difficulties when dealing with probability structures. Even the simplest probability problems are difficult tasks for children until late in the concrete-operations stage. They tend to make random guesses when presented with these problems.

Concrete-operations thinkers cannot deal with problems in a purely symbolic way.

Clearly, a child who has not reached the formal-operations stage of cognitive development would experience difficulties when dealing with assumptions required of the interpretive system of action. Furthermore, the concrete-operations thinker would be incapable of operating in a mature, critical, and reflective manner required of the critical-emancipatory system of action.

There are two possible alternatives to this situation. As one alternative, learning activities could be matched closely to the learner's developmental level. That is, learners would be encouraged to employ and refine mental processes that they already possess. On the other hand, once the student's level of cognitive development has been identified, learning activities could be designed to allow learners to refine their current abilities and also challenge them to develop beyond their present ability level. It would be important to hold realistic expectations for learner progress, relate to learners' present interests and needs, yet promote further development in a positive and supportive way.

Research indicates that a stimulating and challenging environment can enhance intellectual development. Duckworth (1964) reports a cross-cultural comparison among children of Montreal and Martinique using Piaget's materials as tests. Martinique children were found to be delayed several years in cognitive development when compared to the children of Montreal. When questioned about the significance of these cultural differences, Piaget speculated that a significant factor might be the passive, agricultural environment of the Martinique children which posed few problems. Their environment required minimal physical or intellectual activity with little call for questioning or struggling for solutions.

To provide an atmosphere that promotes development, future teachers must learn how to create realistic and stimulating learning activities. While concrete-operations thinkers have problems dealing

with verbal and abstract learning activities, they are capable of learning about abstractions as general ways of knowing (DiVesta, 1974). Similarly, learners at the concrete stage of development experience difficulties identifying assumptions underlying beliefs and actions. However, if presented with assumptions relating to concrete situations, they may be able to discuss and interpret the meanings of these assumptions.

Copa (1982) points out that young adolescents can learn that the meanings of phenomena which they experience are not absolute but are different to different people depending on history, the situation, or culture. Thus, it is possible for concrete-operations thinkers to employ aspects of the interpretive system of action.

Activities such as discussion and dialogue can increase the learner's communicative competence. However, future teachers must become familiar with stages of language development if these activities are to be supportive of language learning. According to DiVesta (1974), learners use language for descriptive purposes such as pointing and naming before they can use it effectively for thinking and reasoning.

Concrete-operations thinkers may also participate in activities calling for simple evaluations in preparation for the development of more mature and critical thinking processes. As expressed by Copa (1982), "later, as students move into high school, it may be more appropriate to assist them in examining the <u>interests</u> of groups within societies that promote the meanings that a culture employs"

(p. 7). However, if students are exposed only to predetermined answers, taught that there is "one right answer" and "one way of doing things," and taught to rely on external authorities for solutions to problems, their ability to develop critical and reflective thought processes would be inhibited.

When learning experiences are adapted to a child's particular interests and skills, Copa (1982) notes that:

> The environment, as well as children's general rate of development, affect when and how children advance in their thinking. The process is an active, involved, substantive change in thought on the part of the child that is encouraged when youngsters are given opportunities to practice . . . skills. . . . Thus, development is not based upon the acquisition of information itself but, rather, by situations which encourage the processing of information and experiences. (p. 5)

Employment of the critical-emancipatory system of action also involves making and justifying value judgments. Coombs and Meux (1971) report that only those at the highest stage of ego development are capable of formulating a fully rational value judgment. Few adults and even fewer secondary school learners attain the highest developmental levels. While Piaget's stage theory of cognitive development applies to young learners, Harvey and Schroder's description of the "concrete individual" may apply to any age group. Characteristics of these learners are summarized below.

The concrete individual:

- Misses subleties and contextual variations in a situation or event and tends to polarize evaluations.

- Forms concepts that are poorly differentiated, more categorical, and more absolutistic.
- Holds inflexible conceptual patterns and responds to events in a stereotypic manner.
- Experiences difficulty with hypothetical problems and situations.
- Exhibits a greater need for cognitive consistency and has less tolerance for information and events which deviate from his world view.
- Relies heavily on social norms and standards to guide judgments.
- Tends to be influenced by external authorities or information from sources of high status.
- Has difficulty assuming another role or understanding another viewpoint different from his own.
- Has difficulty holding in mind various aspects of a problem.
- Has difficulty distinguishing means from ends.

(Harvey and Schroder, 1963)

Employment of all three systems of action and the intellectual skills on which they depend would pose challenges for the concrete individual regardless of age. However, exposure to different ways of thinking and knowing may encourage intellectual growth and ego development.

Appropriateness of the Practical Problem Approach for Different Learning Styles

In addition to different developmental levels among learners, variations in learning style may be a significant consideration when

planning appropriate applications for a practical problem approach to clothing instruction. McCarthy (1981) offers a comprehensive definition of learning styles as:

> . . . characteristic penchants for perceiving and processing information and experience that are unique to individuals and developmental through life stages. They are comprised of complex interactions of physiological, psychological, environmental and situational variables. (p. 86)

Among the profusion of theories concerning individual styles and learning, the learning style conceptualization developed by Kolb (1976) may have important implications for instructional practice. His theory is based on the assumption that learners develop characteristic styles that emphasize some modes of learning in favor of others. Learning styles develop as a function of maturity and adaptation in response to a variety of environmental demands. That is, heredity, past experiences, and current environmental demands combine to accentuate individual modes of adaptation (Kolb and Fry, 1975).

Kolb depicts learning as a dynamic and multidimensional process characterized by the need to resolve tension among two opposing dimensions of abilities. The abilities of Concrete Experience (CE) and Abstract Conceptualization (AC) represent one dimension of Kolb's model of learning while Reflective Observation (RO) and Active Experimentation (AE) represent the second dimension.

Over time, learners characteristically develop certain adaptive modes or learning styles in preference to others. Kolb (1976) describes four types of learning styles:

THE CONVERGER	THE DIVERGER
has abilities for Abstract Conceptualization and Active Experimentation	has abilities for Concrete Experience and Reflective Observation
is adept with practical applications of ideas	is adept at generalizing ideas
tends to focus on specific problems	possesses a rich imaginative ability
organizes knowledge through deductive reasoning	views concrete situations from a variety of perspectives
has a tendency to deal with things rather than people	synthesizes divergent ideas into a meaningful whole
tends to be somewhat aloof and unemotional	exhibits an interest in people
has highly specific interests	tends to be emotional
excels on conventional intelligence tests requiring a specific, correct answer	exhibits preferences for broad cultural interests
tends to specialize in the physical sciences	excels in situations that call for "brainstorming" of ideas
career orientation: engineers	tends to specialize in the arts and humanities
	career orientation: counselors, organization development consultants, personnel managers

THE ASSIMILATOR	THE ACCOMMODATOR
has abilities for Abstract Conceptualization and Reflective Observation	has abilities for Concrete Experience and Active Experimentation
is adept at creating theoretical models and shows concern for abstract concepts	is adept at carrying out plans and experiments
has a gift for logical and precise thought	prefers active involvement in new experiences
organizes knowledge through inductive reasoning	tends to be a risk taker
shows more interest in creating theories than in applying them	tends to be adaptable to changing environmental demands
shows more interest in concepts than in people	exhibits skill at intuitive problem solving
shows more interest in the basic sciences and mathematics than in applied sciences	shows interest in people but often perceived by others as impatient or pushy
career orientation: professionals in the research and planning departments of organizations	career orientation: tends to be attracted to "action-oriented" jobs--technical or practical fields such as business: marketing or sales

What implications might learning styles theory have for developing appropriate applications for the practical problem approach to clothing instruction? Recommendations concerning learning styles and instructional practices are as numerous and varied as the theories that relate to this concept. However, two major perspectives can be identified in the learning styles literature.

One viewpoint is expressed by Dunn et al. (1981) who recommend the matching of teaching/learning environments with student learning styles. They claim that it is important to teach students through their strengths. Attempting to match teachers' learning styles to students' learning styles is not only difficult logistically but this practice may actually inhibit the development of alternate potentialities on the part of both teachers and students.

Yet, knowledge of learning styles may enhance educational practice by promoting development. Kolb's conceptualization recognizes the possibilities for learners to develop alternate potentialities given appropriate environmental supports. Thus, Kolb suggests an alternate perspective which promotes identifying learning styles, using this knowledge to enhance learning while encouraging students to develop nondominant adaptive modes.

Kolb's perspective is supported by other learning theorists. Ellis (1979) recommends that teachers attempt to acquire a variety of teaching styles and approaches to meet individual learner needs. In addition to becoming aware of student modality strengths, Barbe and Milone (1981) recommend that teachers become aware of their own

modality strengths. Modality strength concerns students' preferences for learning through visual, auditory, or kinesthetic means and represents one aspect of learning style.

McCarthy (1981) is another strong supporter of Kolb's alternate perspective. She emphasizes "that all four modes of learning be taught to all students and more importantly, equally valued" (p. 84). According to McCarthy, learners need to progress through the entire learning cycle from experience to reflection to conceptualization to experimentation. Not only will this exposure help learners refine their predominant learning styles, but it will also help them develop skills that do not come naturally. In opposition to the "matching" viewpoint espoused by other learning theorists, McCarthy believes that we already have an overabundance of student labels in our classrooms.

The opportunity for learners to develop alternate learning styles would be inhibited in clothing programs that emphasized only one system of action. Employment of all three systems of action in response to the practical problems of families would require learners to engage in stimulating experiences, reflect on these experiences, conceptualize, and experiment. Since practical problems are concerned with decisions and actions requiring critical and reflective thought, all dimensions of the learning cycle would need to be engaged.

A number of questions concerning learning styles in relation to the practical problem approach may be raised. While the systems of action should be used interdependently, the modern tendency has been

to formulate and address problems in a predominantly technical manner. The interpretive and critical-emancipatory systems of action call for different ways of knowing and thinking. Critical reflection and inductive as well as deductive reasoning would be required. When making decisions and taking action, learners must also be concerned with interpreting meanings, assumptions, beliefs, and values. Would teachers and students with different learning styles exhibit a preference for employing certain systems of action rather than others? Would an individual with the learning style of Kolb's Converger prefer predominantly technical approaches to problems? Would they formulate problems in a technical mode and seek technical means for resolution? Would the Diverger be more flexible and adept at employing all three systems of action? Would the Accommodator be attracted to the action-orientation of practical problems? What preferences would the Assimilator exhibit? Research by MacCleave-Frazier (in progress) is addressing some of these concerns.

Implications of Developmental Level and Learning Styles for Instruction

It must be recognized that these observations concerning cognitive stages, ego development, and learning styles apply not only to students, but also to teachers in the field and preservice teachers. One participant in the focus group recommended that teacher educators promote the view that both teachers and students are learners (see p. 27 in Appendix II). That is, future teachers must be committed

to their own self-formation if they are to contribute to the self-formation of their students. This commitment would require a knowledge of human development and recognition of personal developmental level and learning style as well as recognition of their students' aptitudes and abilities.

Pryor (1981) assigns knowledge acquisition a subordinate position compared to development which she views as the superordinate goal of education. Knowledge of human development including mental development is just as important for future teachers of clothing as it is for those teaching human development and family relations as subject matter. If they are to acquire an awareness or sensitivity for the significance of clothing in people's lives and if they are to help their students develop, such knowledge is essential.

Development of cognitive abilities, ego growth, and learning style might be enhanced by the compatible instructional practices outlined in pp. 63 to 65 of this report. This list of practices illustrates an attempt to achieve consistency in making instructional decisions once a position has been adopted concerning the nature of the learner, society, subject matter, and the relationship among these factors.

Creation of a supportive learning environment would be paramount if these recommended practices are to promote development. Pryor (1975) describes the accepting teacher as one who does not require students to conform to some particular way of being. At the same time, learners should be stimulated and challenged by a variety of styles, approaches, and experiences.

If variety is to be effective, educators must become aware of the number of learning possibilities in any given experience. They should also expect different levels of awareness among individual learners. Flexibility would be essential if learning environments are to cater to a diversity of learner needs.

Some learners require more structure than others because of their developmental level. Some prefer structure because of their learning style. Others need freedom to explore and discover. As learners mature and develop intellectually, the amount of guidance provided can be reduced proportionally. The goal of instruction is to encourage student autonomy or self-formation.

If development is to be encouraged, learning must go beyond the mere accumulation of isolated facts and skills. The emphasis must also go beyond "the student matching and reproducing what the teacher gives him, with rewards and punishments depending on the matching" (Coombs and Meux, 1971, p. 68). Students should be rewarded for searching, discovering, interpreting meanings, generating ideas, and questioning the credibility and validity of facts, norms, and standards.

Flexibility and variety in instructional approaches should not result in random or disconnected learning. Educators should direct their students to the broad underlying issue or concern represented by the practical problem selected for study. Efforts of this nature would serve to bring fragmented learnings together into a unified whole. Over time, learners would be encouraged to discover these

relationships on their own and transfer classroom learnings to real-life situations.

ISSUES ASSOCIATED WITH PRESENT PROGRAMS

Two of the questions which emerged from this study were addressed previously in the introduction, review of the literature, and preceding sections of this rationale:

TO WHAT EXTENT DO PRESENT PRACTICES IN THE AREA OF CLOTHING AND TEXTILES REFLECT CURRENT AND FUTURE CONCERNS?

WHAT PROBLEMS EXIST IN PRESENT PROGRAMS?

Responses from surveys and opinions expressed in the literature suggest that many clothing programs are unresponsive to changing social conditions and needs. The decline in enrollment in clothing courses serves as one indication of this state of affairs.

Additional problems in present programs are summarized below for purposes of review:

There appears to be lack of continuity among the various levels of clothing programs. While interdisciplinary approaches to the study of clothing are common at the university level, many middle schools and secondary schools offer traditional clothing programs emphasizing clothing construction.

Some teacher educators still presume that instruction at the public school level will inevitably be centered around clothing construction and emphasize the preparation of future teachers for this eventuality.

The study of clothing has great potential for teaching about many important issues in home economics. However, this potential is not being realized.

The relationship between clothing and other important areas of home economics is unclear. Programs lack a unifying or coherent framework to indicate the relationship between clothing study and the nature and purposes of home economics.

Innovations and changes are added piecemeal to traditional programs without a unifying framework.

There appears to be lack of consensus concerning what to do about teaching clothing in secondary schools. Views range from eliminating clothing courses altogether to upgrading traditional areas to changing the focus of clothing and textiles.

Courses are not well-rounded. Too much emphasis in one area such as clothing construction means superficial coverage of other important areas.

When other important topics are considered (socio-psychological aspects, the role of clothing in communication, interpersonal relations, and so on) the approach to these areas is limited or inappropriate. The technical system of action predominates while the interpretive and critical-emancipatory systems are neglected.

The primary emphasis in clothing instruction is on learning content. Important processes of learning are ignored or limited to a narrow, technical application.

This emphasis on content results in the accumulation of isolated facts and skills. Students often fail to perceive the relationship between fragmented learnings and more relevant concerns. Skills are often narrowly defined and the development of intellectual skills such as critical and creative thinking is neglected.

Learnings may be entirely predetermined and the number of experiences provided is limited. No allowance is made for the discovery of meanings, evaluation of experiences, dialogue, or discussion. Individual differences are frequently ignored.

OVERCOMING OBSTACLES TO CHANGE

The final question to be considered from the various data collection procedures is the following:

> HOW DO WE OVERCOME THE OBSTACLES TO CHANGE IN OUR ATTEMPT TO ALTER THE EMPHASIS IN THE CONTENT AND PROCESSES OF CLOTHING AND TEXTILES?

Problems and obstacles associated with change were identified by focus group participants and other survey respondents. Recommendations to facilitate change were also provided. The reader is referred to pages 29 to 32 in Appendix II for additional information concerning this topic.

This reconceptualization project suggests one alternative to the structure and focus of current clothing and textile programs. This alternative involves the development of programs focused on the practical problems that families must deal with in the area of clothing. Technical, interpretive, and critical-emancipatory systems of action would be required to address these problems. In other words, new ways of knowing and thinking would have to be considered.

A number of books, curricula, and resource materials are available for all levels of programs which employ an interdisciplinary approach to the study of clothing. While most of these resources do not adopt a practical problem focus specifically nor utilize all three systems of action, many could be adjusted for this purpose.

If available materials and resources are to be adapted to serve a practical problem focus, future teachers of clothing must learn to recognize the relationship between clothing and textiles programs and the nature and purposes of home economics in general. The arbitrary boundaries set up by the traditional content area approach have restricted the adoption of unified family-focused programs within home economics.

While existing subject matter areas could be eliminated or relabeled to correspond to areas of concern represented by various practical problems, this project is based on the premise that existing areas can be maintained and reconceptualized to adopt a new focus. This position reflects the belief that it is preferable to build on what is already known and developed in terms of subject matter divisions rather than introduce entirely new and undeveloped areas. Maintaining existing subject areas need not preclude the consideration of problems requiring integration with other areas.

If a reconceptualization of focus is to be accomplished, future teachers of clothing must become familiar with addressing clothing from a practical problem focus employing the three systems of action. They must also develop competence in the use of various intellectual skills on which these systems depend.

Yet another important consideration is the need to recognize possibilities for the concrete application of these learnings to the programs that future educators will eventually teach. Not only must future teachers learn to apply a practical problem focus in ways

appropriate for levels ranging from middle school to secondary school to adult education, but they must also adapt these learnings to suit individual differences and special needs.

In addition, it is extremely important that future teachers understand the relationship between what exists in current clothing programs and what is proposed in adopting a practical problem focus. The reconceptualized approach should be delineated, evaluated, and discussed to heighten awareness of the degree and direction of change necessary. They must consider what types of learning activities would be appropriate, what types of questions addressed, and what systems of action employed in the various levels of clothing programs.

To clarify this relationship between WHAT EXISTS and WHAT MIGHT BE, a conceptual framework for teaching clothing was developed. This framework is depicted in Figure III. While the major focus of this project is directed to teacher preparation programs, the framework was created for all levels of clothing programs with the understanding that appropriate applications need to be developed to suit different levels.

DEVELOPMENT OF A CONCEPTUAL FRAMEWORK FOR TEACHING CLOTHING

The major premise of this project is that the clothing aspects of consumer and homemaking programs and the preparation of teachers for these responsibilities require reconceptualization in light of today's realities and the probabilities for the future of families. To this

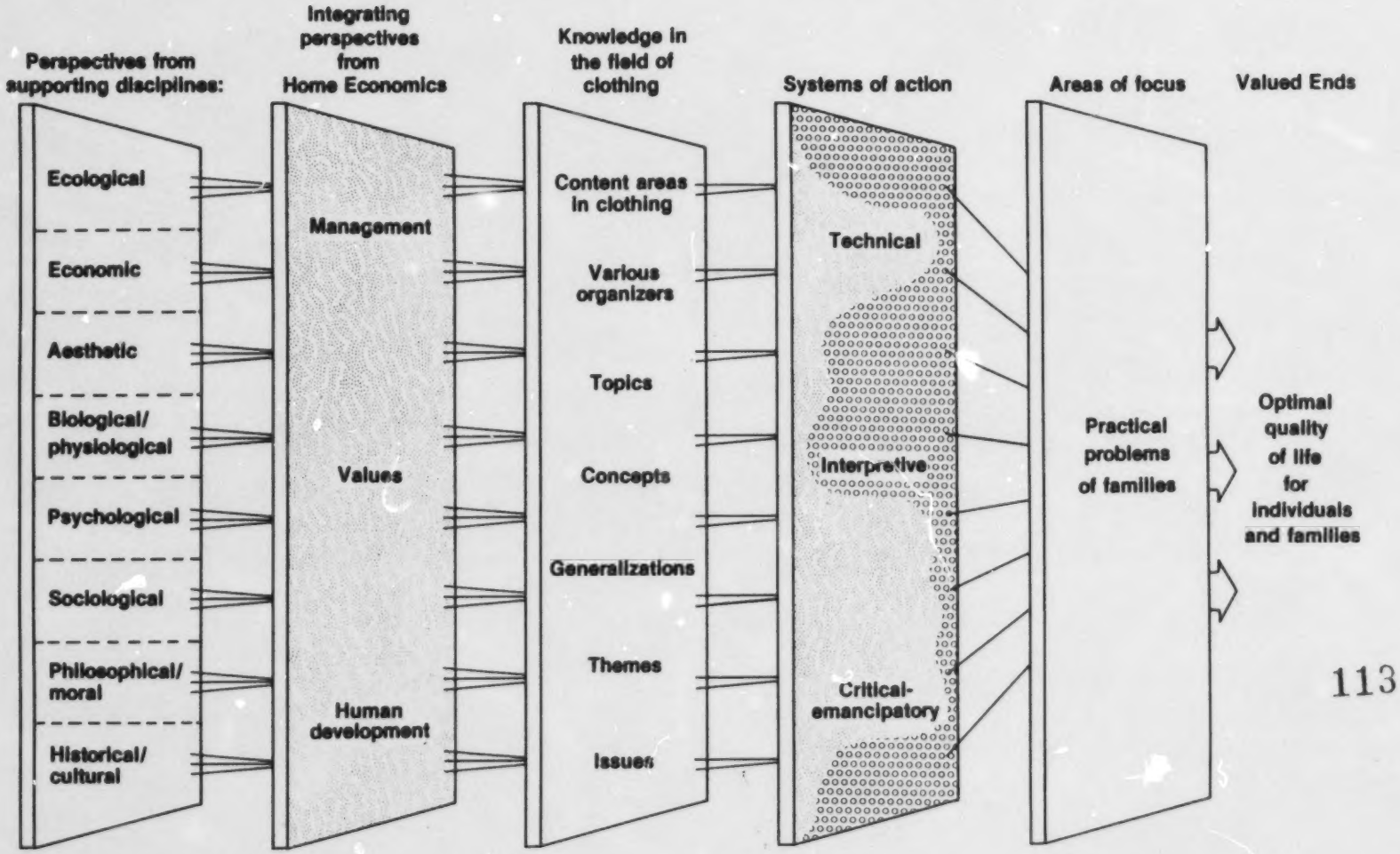


Figure III: A Conceptual Framework for Teaching Clothing.

end, a conceptual framework for teaching clothing was developed. This framework reflects "what exists" as determined by a variety of data collection procedures and "what might be" based on an interpretation of Brown and Paolucci's definition of the field and Brown's proposals for home economics curriculum. An attempt was also made to indicate the relationship between the current state of the art of clothing and textiles or "what exists" and "what might be."

The framework, presented as a series of screens, is primarily a developmental paradigm for it depicts historic relationships as well as more current content and process areas of clothing and textiles. This arrangement was selected to contrast and compare current practices employing a practical problem focus with those that do not.

Despite the linear arrangement of these screens, in operation the process would be non-linear and dynamic. An optimal quality of life cannot be achieved for all time but must be continuously redefined by individuals and families. Similarly, the substance of perennial practical problems is relatively constant but the means of resolving these problems would alter with time. These means would subsequently determine the appropriateness of the perspectives adopted (see Screen 1, Figure III).

While historic relationships are depicted in the model, these are not strictly sequential. For example, home economics has always utilized knowledge from supporting disciplines and applied this knowledge to areas of concern for the home and family. This relationship is depicted in the first screen which represents perspectives

from supporting disciplines. However, this first screen has been updated to reflect an increased number of perspectives as well as modern disciplinary and subdisciplinary areas. Several of these areas were undeveloped or in their infancy when the field of home economics came into being. It is quite possible that these perspectives will be altered in the future as knowledge becomes reorganized into new or different disciplinary and subdisciplinary units. Any or all of these disciplinary perspectives could support the study of clothing. Adoption of a restricted number of perspectives would limit the potential of clothing instruction.

The second screen for the model represents the integrating perspectives of home economics. These perspectives were delineated in "The Bird Book" published by the American Home Economics Association in 1967 as the three major concepts for unifying the content of all home economics subject matter areas. The five major subject matter areas included human development and the family; home management and consumer economics; housing; foods and nutrition; clothing and textiles. In addition, a variety of process skills as well as content areas became associated with these unifying perspectives or concepts. Thus, this screen is shaded to indicate an additional emphasis on process skills.

According to East (1980), the introduction to these unifying perspectives represented an attempt to overcome lack of continuity and the "hit-and-miss relationship" in subject matter content among the various levels of home economics programs. Despite this attempt to

ensure relevancy and professional congruency among content and process areas, problems still occurred. Approaches to these integrating perspectives have become increasingly technical in orientation. This overemphasis on the accumulation of technical information has, at times, caused home economics to lose sight of its mission. As a result, the subject matter areas of home economics have often failed to reflect a primary concern for families or the realization of the family's position in society. Despite the changing needs of families in the area of clothing, many courses are still based on the unexamined assumption that the primary means for acquiring family clothing is through home construction. Declining enrollments in clothing construction courses should indicate that relevant needs are not being met, yet the practice continues.

Among other problems, the process skills to be used in conjunction with the three unifying concepts have not always lived up to their potential. The process skills of values clarification, decision making and problem solving, widely employed in management-related problems of the subject matter areas, may serve as an example. In clothing studies, management principles might be applied to decisions concerning the acquisition, use, and care of clothing while value clarification processes help individuals determine personal values in relation to these decisions. However, the criteria for making clothing decisions have often been narrowly conceived without consideration of other relevant alternatives or the underlying meanings of choices. The exclusive emphasis on personal values also ignores

the social implications of these choices. The application of the decision-making process to clothing construction techniques illustrates another case of using process skills in a technical manner with reliance on narrow, technical criteria. The possibilities of transfer of this process skill to other problem areas are limited. In other words, the decision-making process applied to the selection of seam finishes can only be transferred to constructing another garment, period! It would be inappropriate to apply such a technical approach to areas dealing with human relations and most practical problems of families have an interpersonal dimension.

Screen three of the model represents the knowledge from the field of clothing. This knowledge has been organized in a variety of formats. Of these selected examples of various organizers, concepts and generalizations have dominated curriculum development since the 1960s. The French Lick Meeting of 1961 initiated the concept approach to home economics subject matter. Stimulated by Bruner's work, statements of basic concepts in the field were identified according to subject matter areas and paired with supporting generalizations. This work culminated in publication of "The Bird Book" in 1967 and, to date, represents "the only comprehensive view of our subject matter at any level" (East, 1980, p. 159).

Concepts allow us to classify and organize information, events, situations, and behavior. Rather than referring to a single instance as in the case of facts, concepts represent characteristics that several objects, events, or individuals have in common (Fraenkel,

1980). Without this ability to order and structure the information in our environments, we could make no sense out of an overly complex world.

Relationships among concepts are expressed through the formulation of generalizations. As such, they describe and structure data. Generalizations may describe relationships among concepts, suggest casual relationships or correlations, and help individuals make greater sense out of their experiences (Fraenkel, 1980).

Employment of concepts and generalizations, however, does not guarantee the adequacy, coherency, or relevancy of program offerings. While concepts and generalizations are extremely helpful in ordering and structuring knowledge, their mere accumulation without focus or purpose is not enough. Fraenkel (1980) quotes Bruner's observation that concepts are invented rather than discovered. Hence, an exclusive emphasis on concept learning would deny learners the opportunity to discover alternate meanings of phenomena. In addition, Brown (1980) has pointed out that context is essential to the consideration of practical problems. While generalizations are extremely useful in guiding our thinking, context-free generalizations that are universally applicable may not be appropriate for addressing the contextual aspects of practical problems.

Thus, while home economics has made great strides in synthesizing knowledge from supporting disciplines and in organizing and integrating this knowledge into concepts and generalizations, a primary focus on the home and family has not always been maintained. The

field of clothing as a subject matter area of home economics has much to contribute to the practical problems of families. If this contribution is to be realized, efforts across the first three screens must be expanded and improved. Responding to the practical problems of families also requires clothing programs to move beyond these first screens and encourage learners to acquire a number of ways of thinking and knowing. These are depicted in screen four which represents the three systems of action. Similar to the second screen, this screen is also shaded to indicate the dependence of the systems of action on important process skills. In particular, the employment of interpretive and critical-emancipatory systems of action call for a process orientation; that is, the development of critical, reasoned, and reflective thought. The intellectual skills of critical, creative, analytic thinking and value analysis would be relevant to these systems. It must also be remembered that the systems of action are not isolated or discrete. The two-toned interwoven effect created by the shading indicates their interdependence.

Clothing and textiles studies have concentrated on the technical system of action with technical solutions to technical or "how-to" problems. Undue emphasis on clothing construction, for example, represents a purely technical approach which ignores the first two and last screens of the model, not to mention the interpretive and critical-emancipatory systems of action. Yet, both of these systems of action have important implications for clothing instruction. Discovering the communicative meanings of clothing and evaluating

the influence of clothing on self-formation represent two areas that require interpretive and critical-emancipatory approaches. Use of these systems of action may also help overcome some of the limitations of concepts and generalizations. As pointed out in the discussion of screen three, the exclusive use of concepts and generalizations may be inappropriate for addressing the practical dimensions of problems. Consideration of a variety of contexts and the discovery of alternate meanings are essential aspects of practical knowledge.

If time were allotted to deal adequately with the socio-psychological aspects of clothing or the role of clothing in communication or interpersonal relationships or the ecological issues involved in resource use or the personal/social issue of conformity versus autonomy, time spent in areas such as clothing construction would have to be reduced. However, these issues must be treated as more than "interesting topics to consider." Their relationship to the practical problems of families as represented in screen five must be clearly delineated.

A practical problem format would ensure a focus or direction for the knowledge in the field of clothing. It would also ensure the congruency of clothing programs with the purposes or valued ends of home economics. As outlined in the model, this purpose is to assist families to define and strive to attain an optimal quality of life. If this purpose is to be fulfilled, individuals and families must become informed, capable of assuming responsibility and of

thinking rationally, independently, creatively, and critically. Thus, the self-formation of individuals coupled with a concern for others and enlightened social participation of families represent related goals to the overall valued end of attaining an optimal quality of life.

Clothing courses could be enriched with a practical problem focus employing the three systems of action. If this reconceptualization were accomplished with a process orientation and an altered emphasis in content, clothing courses might become more relevant to the real-life concerns of learners.

RECOMMENDATIONS FOR THE REDIRECTION OF CLOTHING PROGRAMS WITH IMPLICATIONS FOR TEACHER EDUCATION

Program development using the Model for Reconceptualizing the Teaching of Clothing would require attention to guiding principles not clearly evident in existing clothing offerings for preservice teachers. A broad spectrum of these guiding principles was addressed in response to the questions which emerged from the focus group discussion and other data collection procedures. To address the question of what ought to be the content and processes included in clothing and textiles programs, three major implications of the model are discussed below:

- DEVELOP A COHERENT FRAMEWORK TO INTEGRATE CLOTHING PROGRAMS AND THE PURPOSES OF HOME ECONOMICS.

The survey procedures employed for this project suggested an unclear relationship between clothing programs and other areas of home economics. Clothing programs seldom reflect a primary concern for the family or the family's position in society. Instead, they tend to be commodity and/or individually oriented. If Brown and Paolucci's mission of home economics is to be accepted and acted upon, the relationship between clothing study and the nature and purposes of home economics needs to be clarified.

Yet another ambiguous relationship exists between clothing programs offered at the university level and in secondary schools. Preservice teachers are frequently exposed to a multidisciplinary or interdisciplinary approach to clothing study in their university preparation courses. However, many of the middle and secondary schools where they will eventually teach are still offering traditional clothing courses with an inordinate amount of time devoted to clothing construction. There needs to be a greater continuity between various levels of clothing programs. Development of a unified and coherent framework which could be applied to all levels of clothing programs might help to resolve this problem.

This framework must be based on a sound rationale. According to Peterat and McLean (1982), "the purpose of a rationale is to make explicit (the) philosophical and value base" (p. 186). What is needed are internally consistent views concerning the nature of Tyler's

three factors of the learner, society, and knowledge. The nature and purposes of home economics must also be clarified in relation to Tyler's three factors. It is only after a position has been adopted in relation to these fundamental questions that justifiable instructional decisions are possible.

- ORGANIZE CLOTHING PROGRAMS AROUND PRACTICAL PROBLEMS OF FAMILIES.

A practical problem focus to clothing programs offers a number of advantages. While the benefits of this approach have been identified previously in this project, they will be summarized briefly for the purposes of review.

Adoption of a practical problem format for clothing programs could:

- serve as the basis for integrating a variety of perspectives from supporting disciplines.
- help to clarify the relationship between clothing programs and other subject areas within home economics.
- serve as the basis for integrating knowledge from the subject matter areas within home economics toward the resolution of general problems that transcend specific subject matter concerns.
- ensure a holistic perspective by providing a framework for synthesizing diverse items of information.
- provide a more enduring basis upon which to plan curriculum by differentiating the significant problems of modern families from those which are trivial and trendy.

- encourage the acquisition and employment of a number of ways of knowing and thinking.

The third major implication of the Model for Reconceptualizing the Teaching of Clothing is as follows:

- EMPLOY SYSTEM(S) OF ACTION APPROPRIATE FOR EXAMINATION OF THE PRACTICAL PROBLEMS SELECTED.

Traditionally, the study of clothing and textiles has stressed technical skills. While manipulative, decision-making, and problem-solving skills are needed to address problems of a technical nature, many issues within the area of clothing instruction call for communicative and critical-emancipatory approaches. For example, when addressing clothing concerns relating to human development and values or to the use of critical resources, an exclusively technical approach would be inappropriate. Solutions to these concerns vary across cultures and relate to individual as well as societal considerations.

If these three implications or recommendations are accepted as the basis of planning clothing programs, including teacher preparation courses, criteria relating to them should be established for selecting the content and processes to be included in these programs.

Simpson (1981) developed a list of criteria to determine appropriate content for consumer and homemaking programs. Her list would be compatible with the three major implications or recommendations of the model.

Criteria for determining content in (clothing) programs:

CONTENT SHOULD:

- contribute to the solution of the perennial problems of families
- be based on awareness of current conditions in family life and in society; as well as what is projected for the future
- meet needs of students at the level where program is offered
- be based on reliable and current information in the content areas
- be applicable in many situations

(from Simpson, 1981, p. 1)

In addition to Simpson's list of criteria, Daines and Hittman (1981) developed a list of criteria for selecting topics most important for the study of human development. The comprehensive list makes it equally important for any area of home economics with a practical problem approach focusing on the family. Their list of criteria follows:

Selection of topics most important to study must be based on the following criteria.

1. Does this question or topic represent a complex issue or ongoing family concern?
2. Does this question or topic give opportunity for examining the family in a societal context related to an issue or concern?
3. Does this question or topic allow for the examination of the reciprocal impacts of the individual, family, and society?

4. Can this question or topic be analyzed from several perspectives?

5. Does this question or topic allow for diversity of thinking?

(Daines and Hittman, 1981, p. 120)

For the purposes of this project, a list of criteria for selecting processes was created to supplement the criteria developed by Simpson, Daines and Hittman. In addition, a major criterion for selecting both content and processes for clothing programs is the following:

CONTENT AND PROCESSES SHOULD:

- be consistent with the underlying philosophy or rationale of the program

PROCESSES SHOULD:

- be appropriate for addressing perennial practical problems of families
- promote the development of a variety of intellectual skills including critical, creative, analytic thinking and value analysis
- encourage learners to interpret and discover meanings and to generate ideas
- encourage learners to examine the credibility and validity of information sources, norms, standards, and values
- encourage learners to develop their own strategies for learning
- encourage learners to develop intellectually, emotionally, socially, and morally

- promote transfer of learning across a range of practical problems
- provide a means for organizing content in a way that makes learning meaningful
- promote relevancy of schooling to the real-life concerns of learners

These lists of criteria for determining content and processes could apply equally to all levels of programs including clothing courses for teacher preparation. However, additional criteria are necessary for teacher preparation. They are presented as follows:

CONTENT AND PROCESSES FOR TEACHER PREPARATION FOR CLOTHING INSTRUCTION SHOULD:

- promote the integration of clothing topics and issues with appropriate educational principles and practices
- promote the view that both teachers and students are learners; that is, promote a personal commitment to development
- help future teachers develop a personal, coherent, and defensible rationale to enable them to justify future program decisions to the public
- encourage commitment to develop a personal repertoire of content and processes for clothing instruction
- encourage preservice teachers to contrast and compare traditional programs with the practical problem approach
- help future teachers differentiate between skills used in a narrow, technical manner and those which are appropriate for dealing with human problems; that is, those which form the basis of interpreting meaning, clarifying communication, and critiquing social conditions and issues

- help future teachers develop appropriate applications for the practical problem approach to clothing instruction to suit different developmental levels, learning styles, individual differences, and special needs
- provide the opportunity to work with existing resources and adapt them to serve a practical problem approach to clothing instruction
- provide opportunities for future teachers to plan, conduct, and evaluate a variety of clothing-related learning activities and programs
- provide opportunities for future teachers to create stimulating, flexible, and supportive learning environments
- provide opportunities for future teachers to guide and engage in dialogue and discussion with an emphasis on personal interpretation, discovery of meaning, questioning, and evaluating instead of reliance on predetermined answers
- allow future teachers to experiment with a variety of teaching and learning styles, approaches, and experiences
- encourage future teachers to become aware of the number of learning possibilities in any given experience
- encourage future teachers to develop practical applications for theories of human development

The development of programs which address the recommendations and criteria above will necessitate reconceptualized teacher competencies. These competencies must reflect significant processes of learning as well as content areas in the field of clothing and textiles.

TEACHER COMPETENCIES FOR RECONCEPTUALIZED CLOTHING PROGRAMS

One of the major objectives of this project was to identify the competencies required of teachers who have the responsibility of teaching reconceptualized clothing and textiles programs. In determining these, several lists of clothing competencies and other supporting materials were explored (AHEA, 1967; AHEA, 1974; DeBoe et al., 1982; Home Economics Teacher Educators, 1978; Home Economics Teacher Educators of Pennsylvania, 1976; Hotchkiss, 1975; Simpson, 1981; Teacher Educators of Washington et al., 1982; Weis and Pomraning, 1981).

Definition of Competence

Of particular significance to this project is the definition of the term "competence." The narrow interpretation of the term as performance-based learning with strictly specified criteria would be incompatible with the recommendations and philosophy for redirection of teacher education generated by this project. If these competencies are to support the proposed practical problem approach to clothing instruction and the employment of all three systems of action, learning cannot be conceived solely in terms of performance.

For this reason, Doll's definition of competence as the development of cognitive structures was deemed appropriate (Doll, 1977).

As interpreted by Shear et al. (1980), "the aim of instruction becomes the transformation of cognitive structures, not just the mastery of a task" (p. 4). That is, the ability or capacity to deal with problems in a creative, holistic, and integrative manner represents a distinguishing characteristic of a competent individual.

In light of this definition, the processes implied by the verb(s) of the competency statements deserve further consideration. For example, the terms "assess" and "explain" as well as "describe" and "interpret" are meant to denote the exploration, discovery, and interpretation of meaning rather than merely itemizing factors, describing the relationship among factors, or making context-free generalizations. In addition, the terms "analyze" and "evaluate" are meant to imply the critiquing and evaluation of relevant factors. Existing as well as historical social conditions, standards, and norms should be examined and evaluated in relation to these factors and in terms of influence on self-formation and the quality of life. Furthermore, successful development of all the competencies would depend upon a corresponding development of intellectual skills such as creative, critical, and analytic thinking as well as value analysis.

The content portion of the competencies are expressed in general terms rather than specific ones to allow flexibility in the opportunities provided for developing the competencies. The criteria developed by Simpson (1981) and Daines and Hittman (1981), cited in the previous section, could serve as the basis for deriving more specific content areas.

Identify and assess a spectrum of relevant criteria to analyze clothing and textile products as a means of communication.

Assess the relative impact of selected criteria upon clothing and textile products as a means of communication in the past.

Assess the relative impact of selected criteria upon clothing and textile products as a means of communication at present.

Project future possibilities for clothing and textile products as a means of communication.

Explain the use of design in apparel and textile products to express feelings and images.

Evaluate clothing and textile products as an art form.

Assess the impact of culture and subculture upon use of textiles in clothing and living environments.

Assess the impact of personal, familial, and social values upon use of textiles in clothing and living environments.

Describe and interpret social meanings and functions of clothing and textile products.

Describe and interpret psychological meanings and functions of clothing and textile products.

Describe and evaluate possible ecological implications of personal/family clothing and textile product use.

Identify a spectrum of relevant criteria to analyze selection and use of individual/family clothing and textile products.

Assess the relative impact of safety, protection, and/or comfort as criteria in clothing and textile product choices.

Assess age, health, occupation, and lifestyle as criteria in clothing and textile product choices.

Assess textile characteristics as criteria in clothing and textile product choices.

Evaluate alternative modes of production, distribution, and consumption of clothing and textile products.

Examine legislation, trade laws, and advertising as they impact production, distribution, and consumption of clothing and textile products.

Analyze the influence of consumer decisions and action on legislation and industry related to clothing and textiles.

Evaluate and apply current research findings in clothing and textiles to individual and family choice and use of clothing and textile products.

Evaluate and apply current research findings in clothing and textiles to the teaching of clothing and textile programs.

Analyze the interrelationship of relevant factors in individual and family choices and uses of clothing and textile products.

Identify the values, knowledge, and skills associated with the options to make, repair, alter, recycle, or purchase clothing and textile products.

Describe properties and characteristics of textile fibers, yarns, and fabrics.

Explain the processes used in design, construction, and finishing of fabrics.

Select and use appropriately care processes and products for clothing and textile products.

Identify appropriate clothing and textile projects for heterogeneous groups of learners at a variety of developmental levels.

Analyze the skill components of selected projects.

Assess your personal ability to perform skills associated with a range of clothing and textile projects.

Select and use appropriately resources and equipment for clothing and textile projects.

Diagnose and remediate learner difficulties with a range of clothing and textile projects.

Analyze the traits, values, and family impact associated with various levels of occupations and careers within the clothing and textile industries.

PRACTICAL PROBLEMS IN CLOTHING AND TEXTILES

In the following section, illustrations will be presented of selected practical problems of families that might be addressed through the study of clothing and textiles. Figure IV depicts two general levels of practical problems with related subproblems.

The first level consists of the unifying perennial practical problems of home economics. These include the following: What should be done about optimizing the quality of life for individuals and families? What should be done about developing self-formation? What should be done about strengthening the family's position in society? While these problems transcend the specific subject matter focus of the field of clothing and textiles, knowledge derived from a study of clothing and textiles should contribute in some degree to their resolution.

The second level is represented by the general clothing-related practical problem: What should be done about providing appropriate clothing for family members? While this problem has frequently been addressed with technical or procedural solutions, in reality, it represents a complex set of problems with practical dimensions. To comprehend the "practical" designation of this problem as well as the others presented in Figure IV, consider the following general characteristics of problems of this nature:

> . . . they have to be answered, even if the answer is to decide to do nothing; the grounds on which the solution is based are uncertain; some existing state of affairs must

> always be taken into account; they are always unique, and their particulars can never be exhaustively described; they require us to adjudicate between competing goals and values; and, whatever the solution we reach, its outcome cannot be predicted, nor can we know the outcome that would have resulted from a different solution. (Young, 1980, p. 28)

When considering what to do about providing appropriate clothing for the family, several related subproblems need to be addressed. Traditionally, these subproblems have been treated as discrete areas of study and learners often fail to see the relationships among them. That is, students have not been provided with the opportunity to integrate knowledge from these areas to address more general problems. Acquiring a knowledge of textile products, processes, and characteristics as the basis of clothing decision making could serve as an example. While concepts such as fabric serviceability (see Harries-Belck and Harries, 1974) represent important criteria for selecting appropriate clothing and textile products, this concept should not be addressed in isolation of other equally important considerations. Socio-psychological motivations and meanings including the communicative value of dress should be considered in conjunction with these utilitarian aspects of clothing decisions. Establishing priorities among this multitude of criteria would require reasoned judgment to arrive at decisions and actions appropriate to specific contexts.

In addition to the practical problems outlined in Figure IV, related questions have been developed for subproblems A, B, and C to represent the process involved. The format selected for

illustrating these subproblems consists of outlining the aim or purpose of the related questions, indicating appropriate systems of action and related processes, suggesting topics and concepts to address the questions as well as delineating supportive perspectives and resources.

An attempt was made, where possible, to use existing concepts and topics from the field of clothing and textiles. Questions requiring all three systems of action with accompanying processes were introduced to show how these concepts and topics could be integrated to address practical problems. The systems of action were labeled to serve as guides for developing appropriate instructional approaches and to heighten awareness of the processes to be employed. Despite these labels, the systems of action should be considered interdependent rather than discrete. For example, it would be difficult, if not impossible, to employ a critical-emancipatory system of action without also employing an interpretive system of action. As stated by McPeck (1981), "interpretation is a logically necessary condition for critical thinking" (p. 63).

Not only were related questions formulated and appropriate systems of action outlined, but several references were cited as possible resources. Some of these references deal directly with the outlined concepts and topics. Others provide information dealing with more general concerns such as consumer and management topics and ecological issues. However, by way of inference, important insights can be directed toward clothing topics. For example, the Jolly article (Jolly, 1978) addresses the relationship between

low-income life-styles and the consumption of durable goods. The underlying motivations and meanings discussed in this article could have important implications for the clothing behavior of individuals of low-income status.

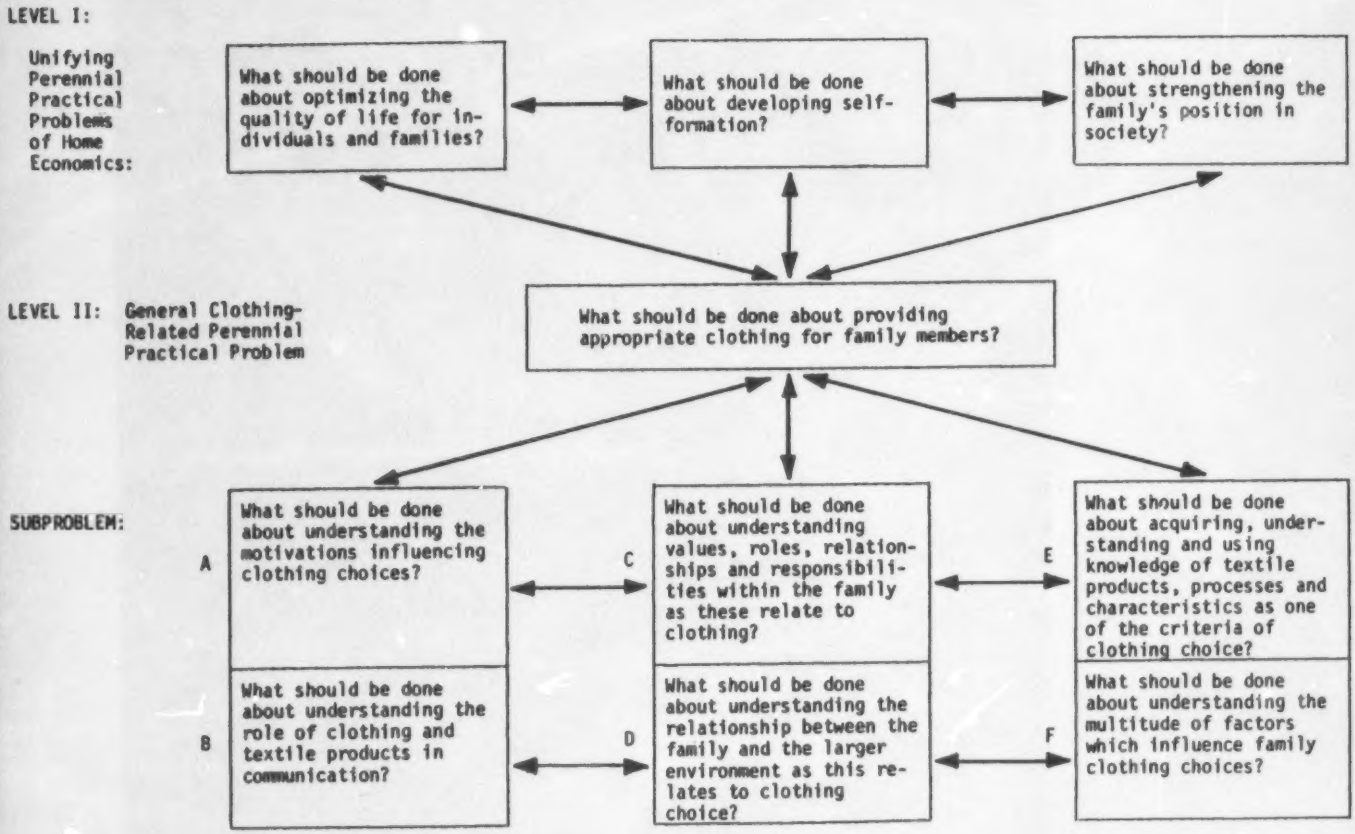

LEVEL I:
Unifying Perennial Practical Problems of Home Economics:
What should be done about optimizing the quality of life for individuals and families?
What should be done about developing self-formation?
What should be done about strengthening the family's position in society?
LEVEL II: General Clothing-Related Perennial Practical Problem
What should be done about providing appropriate clothing for family members?
SUBPROBLEM:
A
What should be done about understanding the motivations influencing clothing choices?
C
What should be done about understanding values, roles, relationships and responsibilities within the family as these relate to clothing?
E
What should be done about acquiring, understanding and using knowledge of textile products, processes and characteristics as one of the criteria of clothing choice?
B
What should be done about understanding the role of clothing and textile products in communication?
D
What should be done about understanding the relationship between the family and the larger environment as this relates to clothing choice?
F
What should be done about understanding the multitude of factors which influence family clothing choices?

Figure IV: A Hierarchy of Selected Practical Problems in Clothing and Textiles.

Illustrations of Practical Problems in Clothing and Textiles

Perennial Practical Problem: What should be done about providing appropriate clothing for family members?

Sub-Problem A: What should be done about understanding the motivations influencing clothing choices?

Aim or Purpose of Related Questions:

To gain a broad understanding of the significance that clothing plays in people's lives.

To consider implications of the various functions of clothing including fashion for the individual, family, and society.

To understand how fashion is created and legitimized within society.

To understand the relationship between the functions of clothing and other clothing-related practical problems.

To understand the relationship between the functions of clothing and the unifying perennial practical problems of home economics.

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
		Functions of Clothing:		
For what reasons do people wear clothes?	Technical (identifying factors)	1. Modesty	religious	Shivalier (1982)
		2. Immodesty	anthropological	Horn and Gurel (1981)
How have these reasons changed over the years? With what consequences?	Interpretive (discovering meanings and underlying beliefs, values, and assumptions)	3. Utility/Protection physical psychological	historical	Gurel and Beeson (1979)
			cultural	Kefgen and Touchie-Specht (1981)
	Critical-emancipatory (evaluating implications and consequences of changes; critiquing theories and sources of information)	4. Adornment/Decoration	psychological	
		a) sexual attraction	sociological	
		b) trophyism	economic	*Note different interpretation of anthropological findings in Boucher (n.d.) and Horn and Gurel (1981). Diverse theories may be critiqued.
		c) terrorism	biological/ physiological	
		d) totenism	aesthetic	
		e) identification	philosophical/moral	
		f) class distinction		

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts: Functions of Clothing: g) extension of self h) desire for novelty	Supporting Perspectives:	Resources:
What is fashion?	Technical (recognizing standard definitions) Interpretive (discovering underlying beliefs, values, and assumptions)	Related terms for means of contrast and comparison, e.g., fashion, style, classic, high fashion, fad, fashion as a product of cultural conditioning	anthropological historical cultural psychological sociological economic aesthetic	Horn and Gurel (1981) Lauer and Lauer (1981) Gurel and Beeson (1979)
How is fashion created?	Technical (identifying major theories) Interpretive (discovering meanings)	Norm formation Theories of fashion adoption	psychological sociological economic aesthetic historical cultural	Horn and Gurel (1981) Kefgen and Touchie-Specht (1981) Lauer and Lauer (1981)
In what ways does the creation or legitimization of fashion relate to the formation of other social standards? norms? mores? customs?	Technical (identifying relationships)	Fashion as a product of cultural conditioning Conformity vs. individuality in following fashion	cultural	May, A. C. (1982)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
	Interpretive (analyzing relationships, discovering underlying beliefs, values, and assumptions)	Expressions of fashion conformity and individuality, e.g., wearing uniforms, peer pressure, etc.) Ways in which these concepts relate to other classes of decisions, e.g., use of resources, selecting friends, orientation to work, lifestyles, etc.	psychological sociological economic aesthetic	Horn and Gurel (1981) Gurel and Beeson (1979)
What are the consequences of following fashion? Does fashion enhance or inhibit self-formation? Add to or detract from the quality of life?	Critical-emancipatory (evaluating consequences of following fashion)	Positive Consequences: Meets important psychological needs: - desire for novelty - medium for self-expression, creativity - group identity, sense of belongingness Therapeutic for those with low self-esteem Helps us to identify with and express dominant social ideals Negative Consequences: Wastes resources Creates ecological problems Maintains class distinctions Exacerbates intolerance for others who are different Promotes the notion that material goods are more important than people Places a financial strain on individuals and families	ecological economic aesthetic biological/physiological psychological sociological philosophical/moral historical/cultural	Horn and Gurel (1981) Gurel and Beeson (1979) Lauer and Lauer (1981)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:		Supporting Perspectives:	Resources:
		Positive Consequences:	Negative Consequences:		
		Serves as a valuable means of nonverbal communication	Creates conflict within families		
		Promotes good health (both physical and psychological)	Extreme fashions are often harmful to health		
		Enhances development in certain contexts (Relate to individuality concepts of conformity)	Inhibits development in certain contexts and		Dickerson and Barry (1980)
		Boost to industry economy	Industry exploits workers		
		Enhances international trade relations			
Is it possible to indulge in fashion without wasting resources? What would the consequences be for individuals, families, and societies if alternatives to fashion were adopted?	Technical (identifying existing alternatives to fashion) Interpretive (discovery and exploration of innovative alternatives) Critical-emancipatory (evaluating consequences of adopting alternatives)	Existing alternatives to fashion Innovative alternatives to fashion Consequences of adopting alternatives		ecological economic aesthetic biological/ physiological psychological	Gurel and Beeson (1979)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
		Who would be in the most advantaged position if alternatives were adopted? Who would be in the least advantaged position?	sociological philosophical/moral historical/cultural	

Perennial Practical Problem: What should be done about providing appropriate clothing for family members?

Sub-Problem B: What should be done about understanding the role of clothing in communication?

Aim or Purpose of Related Questions:

To gain a broad understanding of the significance that clothing plays in people's lives.

To consider implications of the various meanings communicated by clothing for the individual, family, and society.

To understand the relationship between the communicative aspects of clothing and other clothing-related practical problems.

To understand the relationships between the communicative aspects of clothing and the unifying perennial practical problems of home economics.

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
What is communicated by clothing and textiles?	Technical (identifying relevant factors) Interpretive (discovery and exploration of meanings)	Clothing as a communicator of SELF: self-expression individuality personality mood values	psychological sociological economic biological/ physiological aesthetic	Horn and Gurel (1981) Cho (1978) Sproles (1979) Gurel and Beeson (1979)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
		beliefs		
		attitudes		
		interests		
		preferences		
		Familial Meanings:	psychological	Horn and Gurel (1981)
		sex	sociological	Morgado (1981)
		age	economic	Horn and Gurel (1981)
		status within family	biological/ physiological	Gurel and Beeson (1979)
		roles within family	aesthetic	Kernan (1973)
		interfamilial intentions, purposes, motivations	historical/cultural	
		family values		
		Social and Cultural Meanings:		
		sex		Warden and Colquett (1982) Weis (1974)
		age		Gurel and Beeson (1979)
		status		
		social roles, norms, values		Horn and Gurel (1981)
		occupational roles	psychological	Molloy (1975)
		corporate striving	sociological	Molloy (1977)
			economic	Solomon and Douglas (1983)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
		socio-economic background	biological/ physiological	Kelley, Good, and Walter (1974); Jolly (1978); Campbell (1971); Margerum (1981)
			aesthetic	
			historical/cultural	
		group identity, affiliation, acceptance	philosophical/moral	Allen and Eicher (1973); Littrell and Eicher (1973)
		group values, beliefs, attitudes, interest, preferences	ecological	Gurel and Beeson (1979) Sproles (1979) Lurie (1981)
		intergroup, intersocial, subcultural/cultural: intentions purposes motivations		Thomas (1973) Weinberger (1970) Conner et al. (1975)
		dominant social ideals		Tortora (1975); Dienstfrey (1982); Lanz (1983)
		art, feelings, and images		Hollander (1980); Lurie (1981); Horn and Gurel (1981)
Of what relative significance are these meanings in a variety of situations? That is, are all meanings equally important in all situations?	Interpretive (discovery and exploration of meanings) Critical-emancipatory (evaluating significance of meanings)	Variations in meaning over time, across cultures and situations		Lauer and Lauer (1981) Lurie (1981) Gurel and Beeson (1979)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
How have these meanings changed over the years? With what consequences?	Interpretive (discovery and exploration of meanings)	The spectrum of meanings previously discussed and the meaning of concepts such as "beauty," "novelty," "appropriateness," and "utility" as they apply to clothing choice--the evolution of these meanings over time	anthropological historical cultural psychological sociological aesthetic biological/ physiological economic ecological philosophical/moral	Morgado (1981) Lavers (1970) Horn and Gurel (1981) Payne (1965) Banner (1983)
In what ways does clothing enable us to understand and interpret behavior?	Technical (identifying factors) Interpretive (discovery and exploration of alternate meanings, underlying assumptions, values, and beliefs)	Review of personal, familial, cultural, and social meanings communicated by clothing Dual role of clothing as nonverbal communication (as it affects wearer, our impression of others) Normative versus alternate meanings Reliability or accuracy of clothing cues		Gurel and Beeson (1979) Gurel and Beeson (1979) Horn and Gurel (1981)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
In what ways does clothing hinder us from understanding and interpreting behavior?	Technical (identifying factors) Interpretive (discovery and exploration of meanings, underlying assumptions, values, and beliefs) Critical-emancipatory (evaluating consequences of relying on meanings)	Fraudulent cues Consequences of relying on clothing cues as communicators of a spectrum of meanings		Horn and Gurel (1981) Lauer and Lauer (1981) Gurel and Beeson (1979)
Should people be judged on the basis of their clothing?	Interpretive (discovery of underlying assumptions, values, and beliefs) Critical-emancipatory (evaluating consequences to determine appropriate action)	Consequences of conflicting and inaccurate meanings Consequences of judging the worth of people in terms of material attributes	philosophical/moral	
What relationships among self, family, and society are implied by the various meanings communicated by clothing?	Interpretive (discovery and analysis of relationships)	Compatible/conflicting values and needs of individuals, families, and society inherent in the diverse meanings communicated by clothing	psychological sociological cultural economic aesthetic biological/ physiological ecological philosophical/moral	

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
To what extent do these various meanings enhance or inhibit self-formation? Optimize or detract from the quality of life?	Interpretive (discovery of underlying assumptions, values, and beliefs) Critical-emancipatory (evaluating decisions and actions based on the meanings communicated by clothing	Consequences for self, family, and society of compatible/ conflicting values and needs inherent in the diverse meanings communicated by clothing		
In what ways does this spectrum of meanings influence clothing choices?	Technical (identifying factors) Interpretive (discovery and analysis of relationships)	Review and application of previous learnings		

Perennial Practical Problem: What should be done about providing appropriate clothing for family members?

Sub-Problem C: What should be done about understanding values, roles, relationships, and responsibilities within the family as these relate to clothing?

Aim and Purpose of Related Questions:

To gain a broad understanding of the significance that clothing plays in family life.

To understand the interrelationship among the values, roles, relationships, and responsibilities within the family as these relate to clothing.

To understand the influence of life span development on clothing behavior within the family.

To understand the clothing-related decision-making process within contemporary and historical family settings.

To understand the relationship between clothing-related family decisions and other clothing-related practical problems.

To understand the relationship between clothing-related family decisions and the unifying perennial problems of home economics.

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
In what ways does clothing reflect family roles and relationships?	Technical (identifying factors) Interpretive (discovery and exploration of meanings)	Clothing as a means of non-verbal communication among family members Review familial meanings communicated by clothing (Sub-problem 3) The concepts of dependence vs. independence a) as expressed through clothing and b) as they relate to age, status, power, authority, control of resources, and physical health within the family	↑ psychological sociological historical/cultural economic aesthetic biological/ physiological ecological philosophical/moral ↓	Gurel and Beeson (1979) Horn and Gurel (1981)
What changes in family roles and relationships have been reflected by clothing over the years? How have these changes influenced the self-formation of family members and quality of life?	Technical (identifying factors) Interpretive (discovery and exploration of meanings) Critical-emancipatory (evaluation of changes)	Clothing as a reflection of the changing roles of men, women, and children within the family Implications of these changes		Banner (1983) Lavers (1970) Boucher (n.d.) Payne (1965) Morgado (1981)
What family values are expressed through clothing choices? In what ways do family values relate to other classes of decisions made within the family?	Technical (identifying factors) Interpretive (discovering meanings and relationships)	Family values expressed through clothing choice including eco consciousness Clothing wants and needs within the family as they relate to values Values and attitudes toward alternate clothing practices		Horn and Gurel (1981); Paolucci (1981); Baker (1979); Christner (1979) Hinton and Margerum (n.d.)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
		Relative values associated with various activities in the home including clothing practices		Stewart (Appendix II, pp. 33-34)
How do clothing choices reflect changes in family values? How do these changes influence the self-formation of family members and quality of life?	Technical (identifying factors) Interpretive (discovery of underlying values) Critical-emancipatory (evaluating consequences of value changes)	Changes in family values across the life cycle as they relate to clothing choices Relationship of family values to clothing needs and wants Contextual dimensions of clothing needs versus wants Implications of changing family values		Gross, Krandall, and Knoll (1980) Nickell, Rice, and Tucker (1976)
How do clothing choices reflect differences in values and needs among family members? How have these differences been addressed by families in the past? With what consequences?	Technical (identifying factors) Interpretive (discovery of underlying values and value differences) Critical-emancipatory (evaluating consequences of value differences)	Changes in values and needs for individual family members as they progress through the life cycle Individual and intergenerational differences in values and needs as expressed through clothing Intergenerational conflict expressed through clothing choice	psychological sociological historical/cultural economic aesthetic biological/physiological ecological philosophical/moral	Lemov (1982)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
How are limited clothing resources distributed among family members? How do these decision patterns relate to family values, roles, and relationships? How do these decision patterns influence self-formation of family members and the quality of life?	Technical (identifying factors) Interpretive (discovering relationships) Critical-emancipatory (evaluating consequences of decision patterns--Who would be in the most advantaged position? The least advantaged position?	Family attitudes towards alternate means of acquiring clothing (e.g., used clothing, discount stores, etc.) Family attitudes toward practices of use, care, storage, and methods of discarding clothing Family attitudes concerning how many clothes are enough Family decision-making processes for mediating conflicting clothing values and needs among family members Relationship between these decision-making processes and family values, roles, and relationships Consequences of decision patterns		Sproles (1979) Hinton and Margerum (n.d.)
In what ways does clothing reflect the family socialization process?	Technical (identifying factors) Interpretive (discovering meanings)	Relationship among family communication patterns, family values, and resource use		Moore and Moschis (1981) Ward and Wackman (1971)

Related Questions:	Systems of Action and Related Processes:	Supporting Topics and Concepts:	Supporting Perspectives:	Resources:
In what ways do family roles and relationships relate to responsibilities for clothing acquisition, use, and care? How does distribution of these responsibilities influence self-formation of family members and quality of life?	Technical (identifying factors) Interpretive (discovering relationships) Critical-emancipatory (evaluating diverse family patterns of assuming responsibility for clothing)	Responsibility for clothing acquisition, use, and care as this relates to family roles and relationships Changes in family members' clothing responsibilities throughout the family life cycle Age and gender differences as well as individual differences in assuming responsibility for clothing Family decision-making processes for resolving conflict concerning allocation of responsibilities for clothing Implications of diverse family patterns in assuming responsibility for clothing		May, J. K. H. (1981) Lemov (1982) Warden and Colquett (1982)

The examples provided above deal with selected clothing issues. There are many other clothing-related practical problems not included in this analysis. Similar problems exist with respect to families' recurring needs and concerns about textile products for both personal and household use.

Regardless of which practical problems are addressed, this approach encourages learners to develop intellectual skills by reasoning through a problem before making a decision or taking action. To enhance this process, resources should be selected which offer different perspectives on any given problem and, if possible, conflicting or contradictory information. This practice would require students to reflect on what they learn and evaluate diverse sources of information rather than accepting a single source uncritically. For example, when addressing practical problems which deal with the aesthetic dimensions of dress and adornment, learners could be required to critique the different approaches to design and aesthetics presented in Jackson's Color Me Beautiful (1980); Horn and Gurel's chapters 12, 13, 14 (1981); Davis' Visual Design in Dress (1980); and the magazine Fiberarts.

Consideration of selected clothing articles in popular magazines could present students with the opportunity to discover underlying meanings including the assumptions, beliefs, and values on which diverse perspectives are based. For example, they could contrast and compare the typical media approach to a problem with the scholarly or research-oriented approach in terms of assumptions made, not to mention the reliability of the information offered.

The references cited as resources in the preceding illustrations are directed primarily to university teacher preparation courses. However, many of the suggested concepts and topics have been adapted for secondary school programs. Socio-psychological dimensions as well as certain communicative aspects of clothing are directed to the adolescent learner in references such as Clothing Speaks: 4-H Leaders Guide and 4-H Members Guide (1970); Vanderhoff's Clothes: Part of Your World (1968); Craig's Clothing--A Comprehensive Study (1968); and Lewis et al.'s Clothes and Your Personality (1974), among others. While these references do not organize concepts and topics to address practical problems, appropriate applications of this approach could be developed.

The illustrations presented were intended to show the types of questions and appropriate systems of action for employing a practical problem approach. The selection and structure of resource materials and learning activities would be critical elements in designing successful programs that maintain the substance of this approach.

SUMMARY AND CONCLUSIONS

The purpose of this project was to propose a conceptual framework for teacher preparation for clothing program instruction that reflects contemporary and probable future concerns of individuals and families, and the state of the art of clothing and textiles. Several qualitative and status research strategies were used to provide background data for the development of the model (see page 100).

The development of the conceptual framework more closely resembles a beginning than an ending of an endeavor for its acceptance, validation, implications, and application remain as challenges to be explored. The following represent some suggestions for subsequent steps:

1. Develop action, qualitative, and quantitative research which validates the model for reconceptualized clothing programs.
2. Develop in-service programs for teacher educators and teachers to facilitate understanding of the model and its implications for existing programs.
3. Develop clothing and textiles curriculum materials which are family focused and address perennial practical problems.
4. Explore the application of the model to other home economics subject matter areas.

The willingness of members of any profession to reconceptualize the content, processes, and mission of that profession may be the key to professional survival and relevance. In the past, home

economists have shown this willingness by engaging periodically in efforts to refine the definition of the field. This task remains just as important today.

BIBLIOGRAPHY

Allen, C. D., and Eicher, J. B. "Adolescent Girls' Acceptance and Rejection Based on Appearance." Adolescence 8 (Spring 1973): 125-138.

Apple, M. W. Ideology and Curriculum. London: Routledge & Kegan Paul, 1979.

American Home Economics Association. Competency-Based Professional Education in Home Economics. Washington, D.C.: American Home Economics Association, 1974.

American Home Economics Association. Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Washington, D.C.: American Home Economics Association, 1967.

Baker, G. "Management: A Vital Force for Families." Journal of Home Economics 71 (Winter 1979): 26-29.

Banner, L. W. American Beauty. New York, N.Y.: Alfred A. Knopf, 1983.

Barbe, W. B., and Milone, M. N. "What We Know About Modality Strengths." Educational Leadership 38 (February 1981): 378-380.

Berman, L. M. New Priorities in the Curriculum. Columbia, OH: Charles E. Merrill, 1968.

Boucher, F. 20,000 Years of Fashion: The History of Costume and Personal Adornment. New York: Harry N. Abrams, Inc. (n.d.).

Brown, M. M. A Conceptual Scheme and Decision Rules for the Selection and Organization of Home Economics Curriculum Content. Wisconsin Home Economics Curriculum and Evaluation Project, 1976.

Brown, M. M. What Is Home Economics Education? Minneapolis, Minnesota: Minnesota Research and Development Center for Vocational Education, 1980.

Brown, M. M., and Paolucci, B. Home Economics: A Definition. Washington, D.C.: American Home Economics Association, 1979.

Burge, P. L. "A Profile of Middle School Home Economics Programs." Journal of Vocational Home Economics Education 1 (Winter 1983).

Campbell, S. R. Consumer Education in an Age of Adaptation. Sears, Roebuck and Co., 1971.

Cho, E. Looking Terrific. New York: Putnam, 1978.

Christner, A. M. "The Energy Conservation Crisis." Journal of Home Economics 71 (Winter 1979): 32-35.

Clothing Speaks: 4-H Leaders' Guide and 4-H Members' Guide. Washington, D.C.: U.S. Department of Agriculture, Federal Extension Service, 1970.

Coleman, J. S. "Differences between Experiential and Classroom Learning." In M. T. Keeton et al. (Eds.), Experiential Learning: Rationale, Characteristics and Assessment. San Francisco: Jossey-Bass Publishers, 1976.

Conner, B. H.; Peters, K.; and Nagasawa, R. H. "Person and Costume: Effects on the Formation of First Impressions." Home Economics Research Journal 4 (September 1975): 32-41.

Coombs, J. R., and Meux, M. "Teaching Strategies for Value Analysis." In L. M. Metcalf (Ed.), Values Education: Rationale, Strategies and Procedures. Washington, D.C.: National Council for Social Studies, 1971.

Coon, B. Home Economics in the Public Secondary Schools. Washington, D.C.: U.S. Department of Health, Education and Welfare, 1962.

Copa, P. M. Home Economics in the Middle School. State of Minnesota Department of Education, 1982.

Craig, H. T. Clothing--A Comprehensive Study. Philadelphia: J. B. Lippincott, 1968.

Daines, J., and Hittman, L. "A Perspective on Teaching Human Development." Illinois Teacher 24 (January/February 1981): 118-124.

Davis, M. L. Visual Design in Dress. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.

DeBoe, J., et al. "Some Essential Learner Outcomes for Secondary Home Economics Programs." St. Paul, Minnesota: University of Minnesota, 1982. (Mimeographed.)

Dewey, J. Democracy and Education. New York: Macmillan Company, 1917.

Dickerson, K. G., and Barry, M. "Family Clothing: The Economics of International Trade." Journal of Home Economics 72 (Winter 1980): 35-39.

Dienstfrey, H. "Clothes Power." Psychology Today, December 1982, pp. 68-73.

DiVesta, F. J. Language, Learning and Cognitive Processes. Monterey, California: Brooks/Cole Publishing Company, 1974.

Dohner, R. E., and Shear, T. Survey of Needs and Influences on Pennsylvania Home Economics Secondary Programs. University Park, PA: The Pennsylvania State University, 1979.

Doll, W. E., Jr. "The Role of Contrast in the Development of Competence." In A. Molnar and J. A. Zahorik (Eds.), Curriculum Theory. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.

Duckworth, E. "Piaget Rediscovered." In R. E. Ripple and V. N. Rockcastle (Eds.), Piaget Rediscovered: A Report of the Conference on Cognitive Studies and Curriculum Development. Ithaca, N.Y.: Cornell University, 1964.

Dunn, R.; Debello, T.; Brennan, P.; Krimsky, J.; and Murrain, P. "Learning Style: Researchers Define Differences Differently." Educational Leadership 38 (February 1981): 372-375.

Dunn, R. S., and Dunn, K. J. "Learning Styles/Teaching Styles: Should They . . . Can They . . . be Matched?" Educational Leadership 36 (January 1979): 238-244.

East, M. "Construction in the Hierarchy." Illinois Teacher of Home Economics 10 (Spring 1967): 237-239.

East, M. Home Economics, Past, Present and Future. Boston: Allyn and Bacon, 1980.

Ellis, S. S. "Models of Teaching: A Solution to the Learning Style/Teaching Style Dilemma." Educational Leadership 36 (January 1979): 274-277.

Fiberarts. Published bimonthly by Lark Communications, 50 College Street, Asheville, North Carolina 28801.

Fitts, P. M., and Posner, M. J. Human Performance. Belmont, California: Brooks/Cole Publishing Company, 1967.

Fraenkel, J. R. Helping Students Think and Value: Strategies for Teaching Social Studies. 2nd ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.

Giroux, H. A. "Critical Theory and Rationality in Citizenship Education." Curriculum Inquiry 10 (1980): 329-366.

Goodlad, J. I. "A Study of Schooling: Some Findings and Hypotheses." Phi Delta Kappan 64 (March 1983): 465-470.

Goodlad, J. I. "A Study of Schooling: Some Implications for School Improvement." Phi Delta Kappan 64 (April 1983): 552-558.

Greene, M. "Cognitive, Consciousness and Curriculum." In W. Pinar (Ed.), Heightened Consciousness, Cultural Revolution and Curriculum Theory. Berkeley, CA: McCutchan Publishing Co., 1974.

Greene, M. Landscapes of Learning. New York: Teachers College Press, 1978.

Gross, I. H.; Crandall, E. W.; and Knoll, M. M. Management for Modern Families. 4th ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1980.

Gurel, L. M., and Beeson, M. S. Dimensions of Dress and Adornment: A Book of Readings. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1979.

Hackett, B. D. "Job Analysis of Homemaking by Selected Groups of Homemakers and Home Economics Teachers." Unpublished Ed.D. dissertation, University of Illinois at Urbana-Champaign, 1970.

Harries-Belck, N. G., and Harries, T. E. Textiles: Decision Making for the Consumer. Minneapolis, MN: Burgess Publishing Co., 1974.

Harvey, O. J.; Hunt, D. E.; and Schroder, H. M. Conceptual Systems and Personality Organization. New York: John Wiley, 1961.

Harvey, O. J., and Schroder, H. M. "Cognitive Aspects of Self and Motivation." In O. J. Harvey (Ed.), Motivation and Social Interaction. New York: Ronald Press, 1963.

Hinton, K., and Margerum, B. J. "Adolescent Attitudes and Values toward Used Clothing." Nevada Agricultural Experiment Station Journal Series Number 553, n.d. (Mimeographed.)

Hollander, A. Seeing through Clothes. New York: Avon, 1980.

Home Economics Teacher Educators. Competencies for Home Economics Teachers. Ames, Iowa: The Iowa State University Press, 1978.

Home Economics Teacher Educators of Pennsylvania. Competency Based Professional Education for Home Economics Teachers. University Park, PA: The Pennsylvania State University, 1976.

Home Economics Teacher Educators of Washington, et al. Home and Family Life Subject Matter Competencies: Clothing and Textiles. Pullman, Washington: Washington State University, 1982.

Horn, M. J. "Home Economics: A Recitation of Definition." Journal of Home Economics 73 (Spring 1981): 19-23.

Horn, M. J., and Gurel, L. M. The Second Skin. 3rd ed. Boston: Houghton Mifflin, 1981.

Hotchkiss, K. "The Identification of Competencies and Criteria Required of Home Economics Teachers in Clothing and Textiles." Unpublished master's thesis, Oregon State University, Corvallis, Oregon, 1975.

Huff, S. L. "Adolescent Girls' Perception of and Attitude Toward Clothing Construction as Taught in the Classroom." Unpublished master's paper, The Ohio State University, Columbus, Ohio, 1981.

Hughes, R. P.; Rougvie, B.; and Woods, B. The National Census Study of Secondary Vocational Consumer and Homemaking Programs. Ames, Iowa: Iowa State University Research Foundation, Inc., 1980.

Hultgren, F. H. "Reflecting on the Meaning of Curriculum through a Hermaneutic Interpretation of Student-Teaching Experiences in Home Economics." Unpublished doctoral dissertation, The Pennsylvania State University, University Park, Pennsylvania, 1982.

Hultgren, F. H. "Types of Knowledge." Working Papers from Values Reasoning Project. PDE Project No. 90-0001. University Park, PA: The Pennsylvania State University, May 1980.

Hultgren, F., and Goosens-Conlon, M. What to do Regarding the Parenthood Decision? An Instructional Module. PDE Project No. 90-0001. University Park, PA: The Pennsylvania State University, September 1980.

Jackson, C. Color Me Beautiful. New York: Ballentine Books, 1980.

Jolly, D. A. "Low Income Life Styles and the Consumption of Durable Goods." Illinois Teacher 21 (May/June 1978): 239-242.

Kefgen, M., and Touchie-Specht, P. Individuality in Clothing Selection and Personal Appearance: A Guide for the Consumer. 3rd ed. New York: Macmillan Publishing Co., Inc., 1981.

Kelley, E.; Good, E.; and Walter, S. "Working-Class Adolescents' Perceptions of the Role of Clothing in Occupational Life." Adolescence 9 (Summer 1974): 185-198.

Kernan, J. B. "Her Mother's Daughter? The Case of Clothing and Cosmetic Fashions." Adolescence 8 (Fall 1973): 343-350.

Kiplinger Washington Letter. Washington, D.C., April 8, 1983, 60(14).

Knapp, M. L. Nonverbal Communication in Human Interaction. New York: Holt, Rinehart and Winston, 1972.

Kohlberg, L. "Stage and Sequence: The Cognitive-Developmental Approach to Socialization." In D. A. Goslin (Ed.), Handbook to Socialization: Theory and Research. New York: Rand McNally, 1969.

Kolb, D. A. Learning Style Inventory: Technical Manual. Boston, Massachusetts: McBer and Company, 1976.

Kolb, D. A. "Learning Styles and Disciplinary Differences." In A. Chickering (Ed.), The Modern American College. San Francisco: Jossey-Bass, 1981.

Kolb, D. A., and Fry, R. "Towards an Applied Theory of Experiential Learning." In C. Cooper (Ed.), Theories of Group Processes. London: John Wiley, 1975.

Lanz, B. "Mourning Dress: Social Expression of Grief." Canadian Home Economics Journal 33 (Spring 1983): 82-84.

Lauer, R. H., and Lauer, J. C. Fashion Power. Englewood Cliffs, New Jersey: Prentice-Hall, 1981.

Lavers, J. One Hundred Years of Fashion. New York: McCall's Patterns Educational Service, 1970.

Leathers, D. G. Nonverbal Communication Systems. Boston: Allyn and Bacon, 1976.

Lemov, P. "Coping: Allowing for Kids' Clothes." The Washington Post, Tuesday, September 28, 1982, p. B5.

Lewis, D. S.; Bowers, M. G.; and Kettunen, M. Clothes and Your Personality. New York: Macmillan Publishing Co., 1974.

Ley, C. J. "Preparing Nebraska's Youth for a Changing World." Farm, Ranch and Home Quarterly 28 (Winter 1982): 18-19.

Littrell, M. B., and Eicher, J. B. "Clothing Opinions and the Social Acceptance Process among Adolescents." Adolescence 8 (Summer 1973): 197-212.

Love, C. T. "Attitudes of Community Members toward the Schools and Consumer and Homemaking Programs." Unpublished doctoral dissertation, The Pennsylvania State University, University Park, Pennsylvania, 1981.

Ludy, E. P. "The Effect of the First Seventh Grade Clothing Construction Experience on the Desire for Further Experiences in Home Economics." Unpublished master's paper, The Ohio State University, Columbus, Ohio, 1970.

Lurie, A. The Language of Clothes. New York: Random House, 1981.

MacCleave-Frazier, A. P. "Examination of Teacher Learning Styles and Expressed Preferences for Brown and Paolucci's Systems of Action." Doctoral research in progress, The Pennsylvania State University, University Park, Pennsylvania.

Margerum, B. J. "The Clothing Scene--A Teaching Guide." Journal of Home Economics, 73 (Spring 1981): 45-47.

May, A. C. "Effects of Instruction on Clothing Conformity at the Middle School Level." Unpublished master's paper, University of Nevada, Reno, Nevada, 1982.

May, J. K. H. "Clothing Practices of 4H Youth: Purchase, Daily Selection and Care." Unpublished master's paper, Oregon State University, Corvallis, Oregon, 1981.

McCarthy, B. The 4 MAT System: Teaching to Learning Styles with Right/Left Mode Techniques. Oak Brook, Illinois: Excel, Inc., 1981.

McMullen, J. S. "The Relationship of Undergraduate Home Economics Programs to the Home Economics Curricula in the Secondary Schools." Unpublished doctoral dissertation, The Pennsylvania State University, University Park, Pennsylvania, 1975.

McNeil, J. D. Curriculum: A Comprehensive Introduction. Boston: Little, Brown and Company, 1977.

McPeck, J. E. Critical Thinking and Education. New York: St. Martin's Press, 1981.

Molloy, J. T. Dress for Success. New York: P. H. Wyden, 1975.

Molloy, J. T. The Woman's Dress for Success Book. Chicago: Follet, 1977.

Moore, R. L., and Moschis, G. P. "The Role of Family Communication in Consumer Learning." Journal of Communication 31 (Autumn 1981): 42-51.

Morgado, M. A. "Teaching Clothing through Family History." Journal of Home Economics 73 (Summer 1981): 19-23.

Nickell, P.; Rice, A. S.; and Tucker, S. P. Management in Family Living. 4th ed. New York: John Wiley, 1976.

Paolucci, B. "Energy Decisions and Quality Living." Journal of Home Economics 70 (Winter 1978): 22-26.

Paolucci, B., and Ching, D. "Myths and Realities of Work and Family: Implications for Home Economics Education." Paper presented for Illinois Teachers, University of Illinois, April 21, 1982.

Payne, B. History of Costume. New York: Harper and Row, 1965.

Peck, R. F., and Havighurst, R. J. The Psychology of Character Development. New York: Wiley, 1960.

Peterat, L., and McLean, C. "Revisioning Curriculum: The Argument for a Rationale." Canadian Home Economics Journal 32 (Fall 1982); 185-187.

Piaget, J. Biology and Knowledge. Chicago: University of Chicago Press, 1971.

Piaget, J. "Development and Learning." In R. E. Ripple and V. N. Rockcastle (Eds.), Piaget Rediscovered: A Report of the Conference on Cognitive Studies and Curriculum Development. Ithaca, N.Y.: Cornell University, 1964.

Pryor, L. S. "Conceptual Development and Knowledge of Interpersonal Relationships: Counterpoint for Teacher Education." Unpublished doctoral dissertation, The Pennsylvania State University, University Park, Pennsylvania, 1975.

Pryor, L. "Home Economics Teacher Education: Knowledge of Human Development as Goal." In E. M. Ray (Ed.), Home Economics Teacher Education: Sixty Significant Years. Washington, D.C.: American Home Economics Association, 1981.

Riel, M. "Home Economics: Its Dynamic Future." New York State Futuring of Occupational and Practical Arts Education Project, n.d. (Mimeographed.)

Rollins, J. "Secondary Home Economics Curricula Perpetuate a Stereotype." Journal of Home Economics 73 (Spring 1981): 24-26.

Rubin, L. J. Facts and Feelings in the Classroom. New York: The Viking Press, 1973.

Rudd, N. A. S. "Textiles and Clothing in Higher Education: Current Trends and Future Outlook." Unpublished doctoral dissertation, The Ohio State University, Columbus, Ohio, 1981.

Shear, T.; Ray, E.; and Hultgren, F. "Home Economics Curriculum Project at The Pennsylvania State University: A Report on Phase II." Paper presented at the Pennsylvania Vocational Education Conference, Seven Springs, Pennsylvania, June 23, 1980.

Shivalier, M. L. "Clothing Attitudes, Religious Variables, and Racial Affiliation on Adolescent Females." Unpublished master's paper, The Ohio State University, Columbus, Ohio, 1982.

Simon, S., et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart, 1972.

Simpson, E. J. Educating for the Future in Family Life. Columbus, Ohio: The Ohio State University, 1981.

Simpson, E. J. What People Will Need to Know in the 80s and Beyond: To be Intelligent Consumers and Effective Homemakers. Madison, Wisconsin: University of Wisconsin-Madison, School of Family Resources and Consumer Sciences, February 1981.

Smith, B. O.; Silverman, S. H.; Borg, J. M.; and Fry, B. V. A Design for the School of Pedagogy. Washington, D.C.: U.S. Department of Education, Pub. No. E-80-42000, 1980.

Solomon, M. R., and Douglas, S. P. "The Power of Pinstripes." Savvy, March 1983, pp. 59-62.

Sproles, G. Fashion: Consumer Behavior toward Dress. Minneapolis, MN: Burgess Publishing Company, 1979.

Thomas, L. E. "Clothing and Counterculture: An Empirical Study." Adolescence 8 (Spring 1973): 93-112.

Tollen, P. A. "An Investigation into the Declining Enrollment in Secondary Clothing and Textiles Classes." Unpublished master's paper, University of Hawaii, Honolulu, Hawaii, August 1982.

Tortora, P. "Style: A Mirror of Our Times." Journal of Home Economics 67 (February 1975): 40-43.

Travers, R. M. W. Essentials of Learning. 4th ed. New York: Macmillan Publishing Co., 1977.

Tyler, R. W. Basic Principles of Curriculum and Instruction. Chicago, Illinois: The University of Chicago Press, 1949.

Vanderhoff, M. Clothes--Part of Your World. Boston: Ginn and Company, 1968.

van Manen, M. "What Curriculum is Best Suited to Develop a Critical Minded Public?" Paper presented at Canadian Society for the Study of Education Meeting, Fredericton, New Brunswick, Canada, June 6-11, 1977.

Ward, S., and Wackman, D. "Family and Media Influences on Adolescent Consumer Learning." American Behavioral Scientist 14 (January/February 1971): 415-427.

Warden, J., and Colquett, J. "Clothing Selection by Adolescent Boys." Journal of Home Economics 74 (Spring 1982): 37-40.

Weinberger, M. J. "Dress Codes: We Forget Our Own Advice." The Clearing House 44 (April 1970): 471-473.

Weis, S. F. "Home Economics Education: Sexism in the Schools." Illinois Teacher 18 (November/December 1974): 85-88.

Weis, S. F., and Pomraning, D. E. Development of an Instrument and Manual for Evaluating Classroom Performance of Preservice Home Economics Teachers: The Home Economics Paraprofessional Performance Evaluation (HEPPE). PDE Project No. 94-1021. University Park, PA: The Pennsylvania State University, June 1981.

Young, R. (Ed.). New Directions for Teaching and Learning: Fostering Critical Thinking. San Francisco: Jossey-Bass, 1980.

APPENDIX I

LETTERS TO EDUCATORS AND ACPTC MEMBERS

Dear Educator:

During the coming year, home economics educators at The Pennsylvania State University will be considering the preparation of teachers of clothing in consumer and homemaking programs. We are anxious to build upon work that has already been done. To this end, we are attempting to identify:

(a) existing pre-service education programs and resources for teaching clothing and textiles

(b) exemplary and innovative clothing and textiles programs in middle and secondary schools

(c) research studies related to adolescent clothing behavior and/or teaching clothing

(d) competences associated with effective teaching of clothing and textiles

At the risk of this letter sounding like the old "send me everything you have," we would appreciate receiving appropriate course outlines, titles and/or abstracts of related research carried out at your institution and not yet published, materials on key competences for teaching clothing and information about exemplary and innovative clothing programs. In addition or in lieu of the above, please feel free to write a letter expressing your views relative to the teaching of clothing and textiles to perspective teachers of consumer and homemaking programs.

It is our intent to develop a conceptual framework and recommendations for teacher preparation for teaching clothing in consumer homemaking programs. We would be willing to share these with you in exchange for your assistance as requested above. Thank you.

Sincerely,

Eloise Murray

Eloise Murray
Associate Professor
Home Economics Education

lm

November 1, 1982

Dear ACPTC Member:

During the current academic year, home economics educators at The Pennsylvania State University will be considering the preparation of teachers of clothing in consumer and homemaking programs. To this end, letters were sent early in the fall to a nationwide sample of home economics educators requesting the following information:

(a) existing pre-service education programs and resources for teaching clothing and textiles

(b) exemplary and innovative clothing and textiles programs in middle and secondary schools

(c) research studies related to adolescent clothing behavior and/or teaching clothing

(d) competencies associated with effective teaching of clothing and textiles

Our project staff has since acquired a mailing list of clothing and textiles professionals from the ACPTC. Thus, there is a possibility that you may have already received this request. However, if you have not received a previous letter, we would appreciate your sending appropriate course outlines, titles, and/or abstracts of related research carried out at your institution and not yet published, as well as materials on key competencies for teaching clothing and information about exemplary and innovative clothing programs particularly at the secondary level. We are also interested in procuring studies indicating the nature and status of current clothing and textiles programs at various instructional levels. In addition or in lieu of the above, please feel free to write a letter expressing your views relative to the teaching of clothing and textiles to perspective teachers of consumer and homemaking programs.

It is our intent to develop a conceptual framework and recommendations for teacher preparation for teaching clothing in consumer homemaking programs. We would be willing to share these with you in exchange for your assistance as requested above. Thank you.

Sincerely,

Eloise Murray

Eloise Murray
Associate Professor
Home Economics Education

APPENDIX II

RECONCEPTUALIZING THE TEACHING OF CLOTHING IN CONSUMER AND HOMEMAKING PROGRAMS: FINDINGS FROM A FOCUS GROUP

Reconceptualizing the Teaching of Clothing in Consumer and Homemaking Programs: Findings From a Focus Group

Clothing and textiles education has been an integral part of home economics since its inception. This century of professional development has seen the rise and fall of specific topics and/or skills as a result of fashion, technological development, or changing lifestyles.

Perhaps in no period of time in history has the pace of change in any aspect of human enterprise been more rapid than in the last two decades. The clothing and fiber industries have changed as a result of both technical and economic factors. Similarly, lifestyles have been transformed by a number of factors, including increasing numbers of homemakers in the labor force, development of new household-related technologies, and an altered role for consumers. These and other factors have diminished home production of clothing. At the same time, the changing enrollments in consumer and homemaking programs, specifically, increased numbers of male students at middle school and junior high levels, as well as the inclusion of handicapped and special needs learners, suggest that the focus in clothing and textiles programs needs to be directed toward contemporary issues and realities.

Education programs in home economics should reflect people's needs for help in facing practical problems of daily living. Therefore, the major purpose of the project was to reconceptualize the

clothing and textiles aspects of consumer and homemaking programs in light of today's realities and the probabilities for the future of family life. This focus group represented one strategy used to address this problem.

The Focus Group: A Qualitative Approach

Focus group research originated as a tool to evaluate markets and develop and test product introduction by private section firms (McDaniel, 1979; Calder, 1977). It has also been used by social action programs "to aid in clarifying problems and in developing and testing practical operational approaches for undertaking programs and achieving objectives" (Schearer, 1981, p. 408). While not widely used in the academic social science research community, the focus group has potential utility, particularly when used in conjunction with other research strategies.

The focus group consists of a small number of persons with a moderator focusing on a particular issue or topic. The objective might be evaluation, as in the case of a program or product; assessment of attitudes, formal or informal sources of information, use of product; or generation of hypotheses related to a specific topic. Participants are purposively chosen as representative of users, clients, or disciplinary viewpoints. The participants are the source of data, as in an interview situation, with the added advantage of group interaction. The discussion topic and questions to be considered may or may not be presented to participants in advance of the

session, depending on the specific purpose of the focus group. The session is recorded verbatim and a content analysis is done to document both range and frequency of ideas.

With particular reference to research in home economics, the focus group provides a unique strategy to explore issues in a multidisciplinary mode. The selection of participants affords opportunity to have several disciplines represented and interacting.

Procedure

For purposes of this phase of the larger study examining the teaching of clothing, a focus group was used to suggest alternative content and processes which might be included in contemporary clothing and textile education programs. The focus group consisted of nine participants and a moderator. Figure I describes the members. Each participant knew the general topics in advance of the session.

Sex	Role
F	extension service clothing and textiles specialist
M	developmental psychologist concerned with adolescence
F	undergraduate student in home economics education
F	clothing and textiles educator
F	co-author for Reconceptualizing Clothing Programs Project
F	home economics educator in secondary schools
F	teacher educator in home economics
M	economist, director of Black Studies Program
M	art educator and textile craftsperson

Figure I: Focus Group Participants.

The focus group met for three one-hour sessions. These sessions occurred on the same day. The discussion was guided by two general questions: 1) In light of contemporary conditions, what ought to be the content and processes included in clothing and textile education programs? 2) How should home economists be prepared to teach the programs as defined above? The participants had had about four weeks advance notice of these questions, the assumption being they would initiate topics or ideas from the perspective of their discipline and/or experience.

Content Analysis

Three persons independently reviewed the three hours of video-tapes. One person was familiar with the whole project and had served as a focus group participant (Reviewer A). One was unfamiliar with the whole project, but had participated in the focus group (Reviewer B). The third was unfamiliar with the project as a whole and had not participated in the focus group (Reviewer C).

Each reviewer was asked to note topics or ideas about teaching clothing and textiles and, where possible, the rationale given for inclusion of these topics and ideas. It was suggested that the topics or ideas be categorized as pertaining to secondary schools or teacher preparation programs.

The statements identified by the three independent reviewers were matched to ensure reliability. All statements recorded from the tapes by Reviewers B and C were matched with those of Reviewer A. The

process of matching the statements served as a means of identifying the essential elements of the discussion upon which all reviewers could agree. Not only did this process summarize the major ideas, but it also clustered related statements and eliminated redundancies for the purpose of reporting results. Table I provides a summary of the results of the reviewing and matching process. The table indicates the numbers of statements recorded by each reviewer. In addition, categories for classifying the statements are included along with the numbers of statements that were matched three ways (that is, all three reviewers cited these topics and ideas), those matched two ways (two of the reviewers cited the topics or ideas but the third reviewer did not identify them specifically), and those which remained unmatched.

Several ideas pertained to both secondary and university programs. These statements were included in the secondary program category since it was considered that the majority of ideas in this category also carried implications for teacher education programs.

In addition to the categories of ideas which pertained to secondary schools and teacher preparation programs, a third category emerged from the discussion. Several statements and ideas generated by the focus group did not deal explicitly with recommendations for programs. Rather, these statements addressed difficulties in disseminating and implementing curricular innovations; hence, the category of change was added for the purpose of analysis.

Table I: Numbers and Classification of Statements, Topics, or Ideas Identified by Focus Group Reviewers.

REVIEWER A	REVIEWER B	REVIEWER C	
103	68	47	
	3-Way Match	2-Way Match	Unmatched	Total
Curricular Suggestions and Implications for Secondary Schools	20	12	5	37
Curricular Suggestions and Implications for Teacher Preparation	8	2	1	11
Change: Relevant Factors and Obstacles	5	6	3	14

Summary of Findings

Only those ideas and topics which were identified by all three reviewers are reported in the summary of findings from the focus group. However, all statements that were cited by only two of the reviewers and those which remained unmatched were related in some way to the statements that were identified by all. Both two-way matched and unmatched ideas and topics represented alternate or original ideas which expanded upon some broader category previously discussed.

In presenting the focus group findings, selected themes and issues which received considerable attention by participants will be

examined. While these themes and issues have been reduced to single statements in the summary of findings, a more detailed analysis will be presented to expand upon these summary statements. This analysis will be supported by ideas from the actual focus group discussion and will serve to clarify the diversity of viewpoints of participants and, in some cases, uncover contradictions.

The format selected for the summary of findings in the three major categories consisted of an evaluative statement supported by illustrative topics and ideas. This format paralleled the actual focus group discussion because the majority of topics and content-related ideas were presented within the context of an underlying generalization which contained a statement of value or worth. Ideas of what ought to be taught are actually notions about what represents the most worthy choice from among several competing ideas. That this element of value was implied in all of the ideas presented was supported by the fact that the majority of participants provided an accompanying rationale for their recommendations. For this reason, topics and other elements of content were not presented as separate entities. The actual context in which these topics and ideas were conceived was considered to be of equal significance to the topics and ideas themselves as this context was essential for identifying meaning.

Secondary School Programs

Table II presents the summary of recommendations relative to secondary school programs.

Table II: Summary of Recommendations Relative to Clothing Programs.

Recommendation	Illustrative Topics and Ideas	Perspective(s)
1) Clothing should be viewed less as a subject matter and more in terms of its impact on the lives of adolescents and their major concerns.	Clothing may serve as a focal point or medium through which we can teach interpersonal relationships, human development, peer group interaction, child development, family economics.	HUMAN DEVELOPMENT socio-psychological
2) The study of clothing must be geared to student interests and represent a means for teaching them something about life.	Interpersonal relationships Adolescent clothing problems Clothing as a means of self-expression Clothing and self-concept	HUMAN DEVELOPMENT socio-psychological
3) The expressive aspects of clothing should be considered from a number of different perspectives and viewpoints.	The symbolic significance of clothing as a function of socio-economic level, cultures, and sub-cultures Understanding the psychology of clothing Explore how clothing expresses self	HUMAN DEVELOPMENT socio-psychological
4) Home economics should deal with the whole spectrum of clothing and textiles.	Care of clothing Wardrobe planning	MANAGEMENT
5) Skills should not be limited to construction skills but have to be defined in a broader sense.	Acquisition, care, and usefulness of clothing Communicative value of clothing Alternate means for acquiring clothing such as yard sales, goodwill stores, factory outlets	MANAGEMENT socio-psychological ecological concerns

Table II (Continued).

Recommendation	Illustrative Topics and Ideas	Perspective(s)
6) Students ought to be taught clothing survival skills. Working with something concrete could generate occasions when you can have discussions about related life concerns.	How to make the most of personal resources Skills dealing with production, maintenance, selection of alternatives, and recycling of clothing	MANAGEMENT economic concerns ecological concerns
7) Students should be encouraged to think about their clothing choices in terms of their social and cultural influences.	Clothing and society How fashions are generated and implications for society Clothing as a communicator of societal trends	VALUES (social and personal) socio-psychological
8) We should offer a variety of experiences which provide many opportunities to explore other relevant concerns.	How clothing is manufactured Issues of labor, earnings, economics related to the manufacture of clothing	VALUES (social) economic concerns
9) We should have students explore the pros and cons of wearing school uniforms	Uniforms as a means of providing security, group identity, reducing stress, alienation, competition, and promoting development Uniforms as working against individuality and creativity Relate this issue to the broader concern of individuality versus conformity	VALUES (social and personal) socio-psychological

Table II (Continued).

Recommendation	Illustrative Topics and Ideas	Perspective(s)
10) We should be teaching clothing choices in terms of the ecological and sociological significance of these choices.	Ecological implications of clothing choices Decision-making processes Viewing problems from social as well as individual contexts Have students consider the amount of clothing individuals actually need Conservation of resources Attitudes conducive to sustaining the Earth	VALUES (social) ecological concerns
11) We ought to employ strategies for dealing with issues involving conflicts of interests.	Use value reasoning processes Have students consider an issue from a variety of viewpoints	VALUES (social and personal)
12) We should encourage students to determine the reason for fashion change.	Social undercurrents of fashion Influence of advertising	VALUES (social) socio-psychological economic concerns
13) We should teach clothing skills which relate to current trends in home and family life.	Skills for choosing and purchasing clothing economically Assuming responsibility for clothing maintenance Choosing clothing to meet the needs of family members at various stages of the life cycle	MANAGEMENT HUMAN DEVELOPMENT

Table II (Continued).

Recommendation	Illustrative Topics and Ideas	Perspective(s)
14) Students ought to be taught the value of their own time as a critical resource in acquiring clothing.	The concept of exchanges and the relative importance of time, money, and energy-difference among individuals; changes over the life cycle	MANAGEMENT VALUES (personal) economic concerns
15) We should involve students in direct observations of clothing behavior in their own environment.	Simple research skills such as product surveys Analyze reasons for turnover of wardrobe items Determine whether or not an item is a good buy in terms of initial cost versus maintenance Conduct simple fashion frequency counts Interpretation of political overtones in independence values versus group behavior	MANAGEMENT VALUES (social and personal) socio-psychological
16) The value of manipulative skills ought to be considered in producing a tangible product and providing satisfying experiences for students who do not achieve in other areas.	Offer some clothing construction	PSYCHOMOTOR

TABLE II (Continued).

Recommendation	Illustrative Topics and Ideas	Perspective(s)
17) Individual differences should be considered when selecting learning activities.	Both manipulative and intellectual skills can be incorporated into learning experiences Offer a variety of learning experiences	EDUCATIONAL PRACTICE
18) Students should be provided with experiences which will help them synthesize disconnected pieces of information and make something whole out of it.	Provide concrete examples and practical applications Encourage students to discover the underlying abstract principles	EDUCATIONAL PRACTICE
19) A diversity of possibilities for computer programming ought to be explored.	Develop computer programs to translate basic skills in a manner which reflects different conceptual levels Computer programs can be developed to instruct in a number of clothing-related skills, e.g., pattern alterations, theatrical design	EDUCATIONAL PRACTICE
20) Learning activities in clothing classrooms should deal with a wide range of ability levels, interests, and previous experiences.	Offer a choice of projects Coordinate public school and extension programs	EDUCATIONAL PRACTICE

It became evident from the recommendations, topics, and ideas presented that the area of clothing and textiles could be considered from a variety of perspectives. Among the major perspectives presented were those relating to concepts of management, human development, social and personal values, the socio-psychological aspects of clothing, economic concerns, ecological concerns, and psychomotor skills.

An important feature that characterized the recommendations was the need to integrate perspectives in approaching clothing instruction. It was suggested that knowledge from the subject matter areas and supporting disciplines of home economics could be drawn upon to deal with important clothing-related issues. Similarly, clothing can be a means of making tangible general home economics concepts such as principles of human development, family roles and relationships, as well as the relationship between family and society.

Two Basic Approaches

The need to reconceptualize clothing instruction and to utilize knowledge in new ways is illustrated by two basic approaches synthesized within the first two recommendations in Table II. Direct and indirect references to these two basic approaches reoccurred throughout the focus group discussion. The first approach concerns dealing with clothing issues of significance; those which touch upon the needs, interests, and concerns of learners.

Participants noted that the concepts, topics, and learning experiences selected for clothing instruction frequently reflect adult interests. Yet, clothing represents a common area of concern among adolescents. For them, clothing embodies appearance and self-concept. They are concerned with questions of peer acceptance, physical development, self-esteem, and identity. One of the participants noted that not only did certain aspects of clothing interest adolescents, but it was not uncommon to experience clothing crises at this age level. If clothing concepts were discussed as they relate to these broader concerns, students might attach greater meaning to their learning in terms of their own lives.

If this approach were adopted, it was suggested that educators must become aware of current trends and changes in society which influence individuals and families. Concern was expressed that current instruction may involve teaching related to old life-styles and that outdated skills, which may no longer be relevant to modern families, frequently form the basis of curricula. That our current approach may be a limited one is also expressed in recommendation number 4. According to this statement, we need to address the whole spectrum of clothing and textiles.

The second basic approach, implied in the first two recommendations, concerns <u>using clothing as a focal point or medium through which to teach more fundamental principles</u>. Clothing and clothing behavior represent highly visible symbols which concretize certain aspects of individual personality and human interaction including

interpersonal relationships as well as group and social behavior. For a variety of reasons, including maturity, cognitive development, interests, and experiences, many learners are unable or unwilling to deal directly with abstract principles. Because of its complexity, young, immature learners find it difficult to understand human behavior in the abstract.

While many learners may experience difficulty with learning abstract principles, it was proposed that concrete experiences could enhance learning by providing a medium for discovering underlying meanings. Thus, the study of clothing, which may include its acquisition, production, consumption, maintenance, and use, offers a vehicle for understanding broader principles. Among these principles are those which deal with human development, personal interaction, the structure of society, and the adolescents' environment. Clothing, then, might serve as a "bridge" for understanding the various influences, attitudes, values, and underlying meanings involved in human behavior.

Categorization of Recommendations

Few of the recommendations suggested by the focus group represent a single perspective. With the exception of those ideas which pertained primarily to educational practices in general, most ideas related in some way to the perspectives of management, human development, and values. In classifying the recommendations, these three perspectives were designated as unifying perspectives to indicate

their potentiality for broader applications. That is, a more abstract level of generalization is implied. While the area of management, for example, might imply immediate, concrete, and specific application to the area of clothing through topics such as wardrobe planning or clothing care, more general and abstract concepts may also be implied which are transferable to other life concerns. However, these more abstract applications of management, human development, and values are difficult for learners to grasp without a more concrete medium to heighten their level of awareness. This medium might be provided through consideration of the socio-psychological, economic, and ecological aspects of clothing. If handled in a concrete manner, these could serve as bridging perspectives to clarify the more abstract principles inherent in management, human development, and value concepts.

For example, observation of clothing behavior in the student's own environment may represent socio-psychological experiences which instantiate abstract principles in a concrete manner. It is not uncommon for certain clothing items to elicit emotional responses with which adolescents readily identify. Once their awareness has been heightened on a personal level, discussion could lead learners to discover the more general social implications of clothing choices and, in turn, relate these choices to the abstract concepts of human development.

Similarly, certain broadly defined economic and ecological concerns are familiar to students, particularly as a result of media

coverage. Through these familiar situations, students can be helped to understand the more abstract concepts represented by the unifying perspectives. For this reason, the summary recommendations were categorized according to whether they related to the unifying perspectives of human development (recommendations 1-3), management (recommendations 4-6), or values (recommendations 7-12) or to a combination of these major perspectives (recommendations 13-15). The socio-psychological aspects of clothing, economic concerns, and ecological concerns were identified as they related to these major perspectives.

Recommendation 16 indicated the value of retaining clothing construction skills in home economics programs. Awareness and concern with current educational practice was indicated in recommendations 17-20. For example, participants noted the importance of considering individual differences by broadening the range and variety of skills taught and learning activities offered (recommendation 17). The importance of individual differences was also addressed in recommendation 20 by the suggestion that educators deal with a wide range of ability levels, interests, and previous experiences. Since many students gain experiences in clothing construction by attending 4H classes, it was recommended that public school and extension programs be coordinated to avoid repetition in clothing programs. Offering a single teacher-selected project option is a practice that contradicts this recommendation and which ignores concomitant learning experiences.

It was suggested that the multitude of possibilities in computer programs be explored (recommendation 19). If certain skills were to be maintained as a component of clothing instruction, computer programs might be designed to meet these needs.

Experiential learning activities were suggested as a means for making the transition from concrete to abstract learning in recommendation 18. An additional advantage suggested for this approach was the avoidance of teaching isolated and unrelated concepts. This concern coupled with that of the appropriateness of teaching abstract principles and the developmental level of secondary students was expressed in relation to the teaching of skills. In fact, the majority of the recommendations deal explicitly or implicitly with the issue of skills.

The Issue of Skills

The teaching of skills received considerable attention among focus group participants. Recommendations 5, 6, 14, 16, and 18 pertain directly to portions of the discussion concerning this issue. Referring to recommendation 5, certain problems and difficulties were explored concerning the limited conception of skills as construction skills. For example, it was believed that the practice of teaching construction skills to the exclusion of other important skills posed difficulties in meeting the changing interests and needs of students. It was questioned whether people actually use these construction skills as there has been a marked decline in home sewing over the past two

decades. Home economics classrooms have been experiencing changing enrollments as well as an altered emphasis in programs. By continuing to stress traditional areas, it was suggested that clothing programs may not be adjusting to these changes.

An additional problem cited was the large proportion of time required to teach construction skills. It was also questioned whether the exploration of other avenues for acquiring clothing might be neglected by our emphasis on clothing construction. The consideration of yard sales, factory outlets, and goodwill stores as alternative and creative ways for meeting family clothing needs might also be examined in clothing and textile programs. Because of time demands, programs attempting to expand course offerings to deal with other clothing-related areas are often unable to meet these alternate goals except in a superficial manner. These areas may be equally if not more important than clothing construction in meeting student needs. The participant who expressed this concern suggested that if clothing construction is to be offered, students should be allowed to work on projects at home to reduce class time demands which otherwise limit the development of a holistic approach to clothing.

Other viewpoints were offered concerning the issue of skills. Referring to recommendation 16, one participant expressed the belief that manipulative skills such as construction techniques may still have an important place in the classroom. Among the advantages of offering some clothing construction is the symbol of pride and achievement embodied in producing a tangible product. Products

provide concrete evidence of student achievement readily understood by parents and members of the community. In addition, construction skills may have immense values to students who have difficulty acquiring intellectual skills. Producing a tangible product may give these students a sense of accomplishment and achievement which they may be denied in other academic areas.

Concerning this rationale, one participant counter-argued that the practice of tracking students who experience difficulty with conventional academic areas into programs stressing manual or practical skills is operating from a faulty assumption. This position assumes that learners who are poor at intellectual skills will automatically be successful at manipulative skills. However, with the exception of extremely simple, basic, and repetitive skills, the majority of manipulative skills require some degree of judgment and decision making and cannot be divorced from other cognitive processes. Thus, it was suggested that educators examine their assumptions when considering a rationale for teaching clothing construction skills.

Another participant also believed that skills have an important place in home economics classrooms. The belief was expressed that certain skills may be relevant to modern realities and that a number of changes in society provide an increasing rationale for the teaching of skills. Several specific examples were cited to support this claim. One social change, the increase in the number of single-parent households, might imply the need for skills to help children assume greater responsibilities in the home. Similarly, increasing inflation,

unemployment, and poverty may suggest the need for consumer education skills to counteract the "income crunch."

These and other examples offered raised the question of how skills ought to be defined. It was believed that a distinction had to be made between manipulative and intellectual skills. Both types of skills have a significant place in clothing construction. An example was given of the experiential learning model which recommends that learners start with "hands-on" experiences and are then helped to see the broader underlying principles. Once these principles are identified, learners are encouraged to apply them in new situations. This suggestion was offered with the cautionary note that learners frequently experience difficulty in making the transition from concrete examples to a broader practical application. The belief was expressed that educators are not doing a good job in helping students make these transitions. In fact, several participants expressed the need to increase the number of transition experiences (recommendation 10) to help students work with fragmented pieces of information or isolated experiences and see the broad, unifying principles involved.

The problem of making transitions was reinforced by one participant's observation that the process of transfer frequently gets stopped during learning. Means and ends get confused and unless both the teachers and the learners can be helped to see the relationship between means and ends clearly, this situation interferes with the process of transfer.

An additional problem concerned the use of experiences as the basis of learning. While educators offer a variety of concrete experiences, few realize their full potentiality. Experiences can become a "mesh of situations" and provide many opportunities to delve into other relevant concerns. Hence, the view was expressed that educators ought to consider a number of possibilities in any given experience (recommendation 8). Unless a variety of experiences are offered with expectations for different levels of awareness among individual learners, their full learning potential will be lost. Referring to levels of awareness, it was noted that while amost everyone uses manufactured clothing, few know about "how it got to be what it is." Furthermore, our personal selection and use of manufactured clothing is related to broader issues of labor, earnings, and economics. Few consider these broader implications when they purchase clothing.

Clothing-Related Issues

Not only was the issue of skills discussed extensively throughout the session, but several other clothing-related issues were addressed. For example, one participant expressed the view that we ought to encourage students to consider the benefits of wearing school uniforms (recommendation 9). Among these benefits, uniforms might serve as a means for enhancing group identity and increasing school security since school members and non-members could be readily distinguished.

Additional benefits included the reduction of stress, alienation, and adult-like competition among adolescents.

The negative side of wearing uniforms was expressed by another participant. This focus group member believed that the selection of clothing offers a valuable medium for identity formation and self-expression. The concern was expressed that wearing uniforms might work against creativity and expression.

Still another participant noted that it was difficult to come to a clearcut consensus regarding the decision to wear uniforms. Research was cited to indicate that the reaction to wearing uniforms varied with age, with younger adolescents reacting more favorably to uniforms than older adolescents. Furthermore, this issue was related to the broader concern of a whole class of decisions involving conformity versus autonomy.

This excerpt illustrates the variety of perspectives and viewpoints which may be brought to bear on any given issue. It also illustrates the fact that decisions concerning the selection and use of clothing relate to social as well as personal values. Many competing values are involved in making these decisions.

The recommendation that students consider their clothing choices in relation to the ecology further illustrates the question of values inherent in clothing decisions (recommendation 10). The participant who proposed this idea expressed the belief that home economists should not be teaching fashion. Encouraging students to be concerned with fashion was viewed as irresponsible particularly when this practice may promote wasting resources.

Since opposing viewpoints were also aired in relation to this proposal, the question was raised concerning how these kinds of issues might be presented to students. Recommendation 11 was proposed in response to this query. When dealing with issues involving conflict of interests, it was suggested that learners consider the issue from a variety of viewpoints. Certain strategies, such as Value Reasoning, have been developed to deal specifically with issues of this nature and deserve further exploration and application to clothing programs.

Teacher Education Programs

A diversity of viewpoints and assumptions were offered concerning what ought to be included in teacher preparation programs. Table III presents a summary of recommendations relative to teacher education.

The first recommendation illustrates the viewpoint that Home Economics Education courses should deal with skill levels and knowledge levels. The assumption inherent in this recommendation was that the primary role of the beginning teachers would consist of teaching various manipulative skills. In relation to this assumption, the belief was expressed that too much emphasis on acquiring a philosophical and theoretical background interfered with skill acquisition.

The concern was expressed in recommendation 2 that exclusive emphasis on manipulative skills would deprive student teachers of a sense of relevancy in their learning. It was maintained that if skills were taught, this ought to be accomplished within a philosophical and theoretical framework. Without this framework, program efforts might

Table III: Summary of Recommendations Relative to Teacher Education Programs.

Recommendation	Illustrative Ideas
1) Home Economics Education courses should prepare preservice teachers to deal with skill instruction in clothing courses at the secondary level.	Understanding of design, construction techniques, sewing machine operation.
2) Skills levels should be taught within a philosophical and theoretical framework to ensure relevancy as well as broader applications of learnings.	Provide a broad framework to avoid teaching isolated facts and fragmented pieces.
3) The learning process might be viewed as one wherein both teachers and students are learners; that is, they are learning together.	Preservice teachers would not need a great deal of expertise in clothing construction. If construction were to be selected as part of a clothing program, teachers and students could learn to sew together.
4) We should redefine the role of beginning teachers as that of a paraprofessional.	Provide beginning teachers with specific guidelines until they gain experience and a breadth of knowledge.
5) We ought to have more realistic expectations for teacher education programs.	Acquisition of broad conceptual and theoretical understandings may not be appropriate for the majority of preservice teachers.

Table III (Continued).

Recommendation	Illustrative Ideas
6) More attention needs to be directed to the area of design and aesthetics in teacher preparation programs.	Teach aesthetic/design concepts. Consider how these concepts influence the individual and apply to their personal environment, including their clothing behavior. Consider the relationship between design and aesthetics concepts and other subject matter areas within home economics.
7) We ought to prepare preservice teachers to recognize and deal with a diversity of conceptual and ability levels.	Teach how to choose appropriate activities for various levels of abilities and interests.
8) Teacher education programs should prepare future teachers to consider how diverse student needs are to be met.	How to deal with varying geographical expectations. How to deal with students from different socio-economic backgrounds. How to deal with learners who have special needs.

remain unfocused and consist of a collection of miscellaneous and unrelated pieces.

In recommendation 3, it was proposed that the view be adopted in education that both teachers and students are learners. If this notion were established, it would not be necessary for preservice teachers to acquire a great deal of expertise in construction techniques. If clothing construction were offered in secondary school programs, the teacher and the students could learn to sew together. An awareness of basic construction techniques and an ability to evaluate student projects in terms of difficulty and appropriateness for various skill levels would be the only requirement.

The participant who proposed this idea also pointed out the need to change the emphasis and focus of programs to correspond with school and subject changes. Students now include males as well as females while the majority of secondary school students enrolled in home economics classes are at the middle school level (5th through 8th grade). Courses in advanced clothing construction would not be appropriate for these learners. In addition, home economics courses now emphasize family living, interpersonal relationships, and consumer education.

With reference to subject changes, it was noted that the purpose of home economics is not to prepare homemakers in the sense of narrow skill training for homemaking tasks. Rather, home economics is concerned with helping people who live in family units to deal with practical problems. It was maintained that home economists should be

dealing with clothing problems within a family context. That is, instead of preparing preservice teachers to function as clothing specialists, we ought to help them become aware of and sensitive to the meaning that clothing has for individuals and families.

The difficulty in offering an interdisciplinary approach with a broad understanding from many disciplines to preservice teachers was pointed out by still another participant. Since the breadth of knowledge necessary to deal adequately with an interdisciplinary approach comes with experience and maturity, it was suggested that beginning teachers be assigned the role of a paraprofessional (recommendation 4). In this role they would be provided with more specific guidelines and assistance until they acquired the necessary knowledge base, experience, and maturity to assume an independent role.

This view was supported by another participant who maintained that our expectations for teacher education programs tend to be unrealistic. The concern was expressed that an approach calling for broad conceptual and theoretical understandings may not be appropriate for the majority of those who come through teacher education programs or for the students they will eventually teach. If the content of teacher education programs were more basic and concrete, beginning teachers may be better prepared to deal realistically with the lower expectations which characterize secondary schools.

The need to include a greater emphasis on concepts of design and aesthetics formed the basis of recommendation 6. The participant who offered this suggestion believed that the area of design and aesthetics was generally weak in home economics courses at the university level. Concepts of design and aesthetics were viewed as a valuable medium through which to address other relevant issues such as the relationship of individuals to their personal environments. Furthermore, it was suggested that these concepts could apply to many subject areas within home economics such as the selection and arrangement of food, interior design, and clothing.

Recommendations 7 and 8 express the desirability for preservice teachers to become aware of a diversity of learner needs. Since it was believed that curricula should address learner needs in relation to conceptual level, interest, geographic area, socio-economic background, as well as physical and emotional handicaps, programs should help preservice teachers to plan for these realities.

Change: Relevant Factors and Obstacles

Recommendations for implementing program changes received attention among participant members. In discussing the need to alter the focus of programs, various factors and obstacles relating to change were noted. Table IV presents these recommendations.

Referring to the need to improve interdisciplinary efforts in home economics, the arbitrary boundaries set up by the traditional content area approach were cited as obstacles to change. A

Table IV: Summary of Recommendations Concerning Change in Clothing Programs.

1. Home Economics needs to improve and expand upon its interdisciplinary approach. To facilitate change, we need to reexamine subject matter labels.
2. The element of territoriality must be dealt with if true integration is to be achieved.
3. When deciding what to include and exclude from our programs, we must consider the issue of accountability.
4. To offset obstacles to change, extremist action may be necessary. For example, we might consider taking all the equipment out of home economics classrooms.
5. We need to present viable alternatives to teaching clothing construction by demonstrating a model for educators to follow.

reexamination of subject matter labels represented the first recommendation since existing categories were viewed as restricting efforts to change the focus of programs. It was believed that a reorganization of categories and the creation of appropriate descriptors may help refocus programs. An example cited of reorganization efforts included new programs designed by extension services. As a departure from traditional subject matter areas, they are labeling their new programs as follows: family health, family resource management, family security and stability, and so on. With these new categories, the need for an interdisciplinary approach becomes readily apparent.

While cooperative efforts across disciplines are desirable if a truly integrated approach is to be achieved, the difficulty in offsetting the element of territoriality was noted. It was believed

that people tend naturally to "portion out their field." An additional response to the notion of territoriality was the view that specialities have been created by an entrepreneurial outlook. Perceiving the market possibilities of giving certain areas "some life of their own" results in segmentation of markets and services. This phenomenon has worked against and distorted the holistic approach.

An additional concern relating to the possibility of refocusing programs addressed the issue of accountability. Demands for accountability necessitate dealing with the question of what to include and exclude in programs; that is, a specific determination of what teachers are obligated to do. This demand is complicated by the fact that many disciplines have overlapping interests. Accountability demands tend to reinforce the compartmentalization of subjects.

Participants considered other factors which impede change. Among the factors which prevent change in home economics programs were: 1) expectations of the community and 2) the physical set-up of the room. Tremendous amounts of capital are tied up with equipment. This equipment provides tangible evidence which fixates outsiders' view of the field. It was also noted that educators themselves frequently resist change because of the notion of "the sacredness of the equipment."

Considering these obstacles, it was recommended that extremist action may be necessary to precipitate change. For example, the removal of all the equipment from home economics classrooms might provide an extreme model to move people in the desired direction.

Change was believed to be facilitated when a few people introduce a revolutionary idea. While the mass of society perceives these ideas as freakish, a little movement in that direction does not appear so threatening in comparison.

An additional idea was offered as a means of facilitating change. It was believed that viable alternatives to teaching clothing construction had to be demonstrated to teachers. If teachers had an actual model to follow, the threat of the unfamiliar and its resulting anxiety might be reduced. The tremendous success of the Bishop Method of Sewing Construction was cited as an illustration of the effectiveness of live demonstrations. It was suggested that preparation and dissemination of a syllabus does not ensure the adoption of innovations. However, demonstration of a successful and viable model helps stimulate and develop creativity and enhances the possibility of accepting new ideas.

Focus Group Revisited

Each focus group participant was sent a working copy of the content analysis findings and was asked to comment upon both the process and the results. Summarized below are the additional points made by the participants.

When addressing the ecological approach Garbarino (1983) noted "There are many factual issues involved in the ecological domain that go beyond (personal) values."

Shear (1983) suggested that the significance of clothing in interpersonal relationships could be explored further. For example, what is the function of clothing in conflict between generations or in communication among family members?

To expand on the issue of the role of home economics vis-à-vis teaching fashion, Horn (1983) commented:

> I am aware that "home economists should not be teaching fashion" was a verbatim statement made by one of the participants. It demonstrates the myth surrounding the whole fashion process, and underscores the crucial need in society to educate both males and females toward a greater understanding of how social norms develop and diffuse. I believe the participant meant (but did not say) that home economists should not teach blind acceptance and conformity to high fashion innovations introduced in the media. But to "teach fashion"--i.e., how innovative styles are introduced and legitimized, how tastes are validated, and how widespread voluntary adoption creates "fashion"--is one of the most essential learning experiences that we can offer students. It is only through that kind of knowledge and experience that people can ever be free to order their economic and ecological values in an intelligent and objective way.

In addressing the matter of manipulative skills Horn (1983) said:

> I believe that the area of clothing and textiles could contribute more significantly to the education of our children through one good course that would help them to see clothing as a product of cultural conditioning, than all the clothing construction courses put together--beginning, intermediate and advanced!

Stewart (1983) noted that in traditional economics the home was considered to be a microcosm of broader economic factors. The criteria and priorities for decision making concerning the use of

resources were but a smaller version of existing market issues. However, the outlook of some economists has changed in relation to economic issues that influence the family. They now think in terms of relative values associated with various activities in the home. This notion of values goes beyond considering the gross national product as the sole criterion of value. More attention is being given to the intangible human resources and satisfactions. These "intangibles" may be viewed as alternatives to satisfactions in the economic world or as complementary values to other spheres in the labor force.

Representative family concerns that economists consider important and which would have implications for clothing programs include: 1) making time available for activities, both intellectual and manipulative, which provide optimal satisfaction; and 2) the relationship between individuals as family members and as labor force participants. These are important considerations for both males and females.

All other comments from the participants were of an editorial or supportive nature. In particular, interest was expressed concerning the use of focus groups as a strategy in interdisciplinary research in home economics.

References

Calder, B. J. "Focus Groups and the Nature of Qualitative Marketing Research." Journal of Marketing Research 14 (1977): 353-364.

Garbarino, James. Personal communication, March 1983.

Horn, Marilyn. Personal communication, March 1983.

McDaniel, C. "Focus-Groups--Their Role in the Marketing Research Process." Akron Business and Economic Review 10 (1979): 14-19.

Schearer, S. B. "The Value of Focus Group Research for Social Action Programs." Studies in Family Planning 12 (December 1981): 407-408.

Shear, Twyla. Personal communication, March 1983.

Stewart, James. Personal communication, March 1983.